

A Secondary English Teacher's Use of New Literacies with Voice and Struggling Writers

Jenny Moore Martin

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Amy Price Azano, Chair

Jim Garrison

Mark Hogan

Brett Jones

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Abstract

Voice is an integral part of writing instruction, and over half of state writing assessments include voice on scoring rubrics; yet, there is a dearth of research on voice and writing instruction with adolescents. Increasingly new literacies and digital tools are being used in the high school English classroom but with relatively little known about how these tools can teach voice during writing instruction. This qualitative single-case study examined how a public school, ninth-grade English teacher used new literacies to develop voice in students' writing and participants' perception of these instructional choices. The sample included the teacher and 14 students, and data collection included classroom observations, participant interviews, motivation inventories, reflective logs, state writing scores, students' writing folders, and wiki documents. An iterative process of inductive and deductive analysis led to key findings about instructional planning, purposeful writing assignments, teacher feedback, and participant response. Findings indicate that further attention is needed with respect to text structure development, writing pedagogy, and voice in writing; teachers' response to students' writing in digital environments; and motivation and adolescent writing.

Dedication

I dedicate this dissertation to my husband, Grant, whose tireless work ethic inspires me.

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Chapter 1

What is a wiki? This was one of my first questions, in 2011, when I became the teaching assistant for *Teaching Adolescent Readers* as a teaching assistant. I oversaw the course operations and the course introduced me to the wiki. Students created “products” in the form of podcasts, glogs (online posters), book trailers, essays, and ‘twitterature’ (literature composed with the social media Twitter), and uploaded or linked the products to the wiki as a response to the young adult literature they selected to read for the course. In addition to these products (intended to be used as models for middle and high school students once these teacher candidates graduated to a classroom of their own), they created rubrics and discussed how they would assess future students on success in creating products that showed a deep comprehension of the book they read. These preservice teachers orally presented the young adult literature they read from different genres, the products they created with accompanying rubrics, and, in the meantime, created a healthy toolbox of texts, products, and assessment pieces that they could return to and use when they began their job teaching.

I thought back to the sturdy, gray box of alphabetized index cards that I created during the early 90’s in my undergraduate teacher preparation program. Filed behind each alphabetized divider were index cards with handwritten strategies and innovative teaching ideas to engage adolescents in my future secondary language arts classroom. The gray box was to serve as a quick reference for lesson planning during my first year teaching. It was my toolbox for teaching. This course wiki served as the modern toolbox for the graduate students I was assigned to teach. I liked how the free course wiki afforded the students the opportunity to build a shared

knowledge base that would be theirs to access as long as they wished. The course wiki's purpose was to provide a place where the students could cocreate knowledge and resources in a manner that was enduring, meaningful, and shared.

Ironically, when new technology seemed to be closing in on me at lightning speed in this role of new teaching assistant, just a few years prior to this dissertation, I went to Wikipedia to look up "wiki," and read that it is a collaborative web application. The catchy name came from the Hawaiian language, where wiki means "fast." Ward Cunningham, creator of the first wiki software, described it as "The simplest online database that could ever work" (<http://www.wiki.org/wiki.cgi?WhatIsWiki>). The wiki was just one of the Information and Communication Technologies to which I was exposed as I began to shift my process in teaching and learning to include not just more technology added to my teaching, but new literacies that enabled the preservice teachers to understand the concept of the wiki as a means to build "repositories of knowledge" (Hicks, 2013, p. 64).

I knew I was not alone in how I felt behind with using 21st century educational technology. As I was learning about wikis, I codirected a two-week writing academy for teachers in the summer, and the participants echoed my exact question: "What is a wiki?" Troy Hicks and Kristen Hawley Turner challenge English teachers in their article "No Longer a Luxury: Digital Literacy Can't Wait" (2013) by boldly stating five practices that kill digital literacy for students: (a) link, image, or slide counting with assessment; (b) blog use instead of blogging as a means of outreach; (c) penalizing students for "digitalk;" (d) prompts or inquiry that fails to encourage thoughtfulness in writing (e.g., asking questions that can be "Googled"); (e) bells and whistles teaching with technology rather than fostering genuine participation, collaboration, and evaluation with new literacies. Hicks and Turner (2013) also challenge teachers to increase their

professional digital literacy capacity and to infuse digital literacy skills into the English classroom in audacious ways. Evolution of my experience with the *Teaching Adolescent Readers* course, along with the growth I experienced in codirecting the writing academy shaped my interest in this research study. I had already accepted Hick's and Turner's challenge and wanted to support teachers who also wanted to become proficient with new literacies and teaching language arts. The particular focus on writing connected well with the writing academy for teachers that I enjoyed working with in the summer.

Voice breathes life into writing, and audience and purpose play a large role in how voice is expressed in a piece of writing. New literacies increase audience, and I wanted to explore how a secondary English teacher and students attended to voice in this online environment. Voice, as an interest, is also personal. As a birth right member of the Religious Society of Friends, also known as Quakers, I grew up being encouraged by family and Friends to listen closely to that still, small, yet powerful voice that is within me, the voice of God. As a part of an unprogrammed meeting for worship, we sat for an hour in silence in the meeting house each Sunday. I used that time to listen and to pray silently about what was on my heart. Occasionally, a member would rise in the silence and speak. We listened to the person's voice and then meditated on the message that was shared. As a child, and later adolescent, I remember going to my mother and father for words of wisdom as I grappled with various life problems. Mom often said, "What is that little voice telling you?" At the National Council for Teachers of English (NCTE) in 2012, as my interest in this study grew, I shared a braided essay, a form of narrative nonfiction, which I wrote to model the importance of writing with students. The short piece titled "When the stillness speaks..." illustrated listening to the inner voice and the NCTE presentation

titled “Connecting Braided Collaborative Essays with Young Adult Literature” sought to show just one way students could voice themselves collaboratively through reader response.

Whether spiritual in nature or otherwise, I believe each person has a unique voice that deserves to be heard. The “rub” often lies in the communication. A person’s ability to effectively communicate that voice and an English teacher’s responsibility to foster that communication of voice is a challenge worth embracing. Whether we are focused on oral language skills or written expression, communicating the voice of self takes attention and experimentation as well as practice and feedback. New literacies environments are where our youth write today and where they will write tomorrow. In this research study, I sought to examine how a secondary English teacher mediated writing instruction with new literacies, particularly in regards to attending to voice in writing. I observed her pedagogical choices and use of new literacies in teaching students how to communicate their authorial presence of voice that keeps the reader connected and therefore engaged in the text. The particular teacher identified for this proposed study expressed that she felt behind in keeping pace with educational technology, and desired to *discerningly* incorporate new literacies into her classroom, beginning with her favorite unit that she designed that focuses on persuasive writing.

Adolescents and Writing

Adolescents, ages 12 to 17, actively use technology to communicate with one another and to search for answers to their questions. According to Lenhart, Madden, Smith, Purcell, Zickuhr, and Rainie (2011), of 57 students from 7 focus groups that represented a spectrum of socioeconomic levels, 75% of the participants used texting, 80% of the students used social media sites, and 95% were internet users. Based on these statistics, adolescents show a propensity to communicate collaboratively, and they already possess some of the skills needed

for new literacies competence in academic settings. Donald Graves, a pioneer in student-centered writing instruction, pushed educators to understand that children could learn to write at younger ages than expected (Newkirk & Kittle, 2013). Likewise, new literacies (i.e. online academic sharing) need to be encouraged as early as possible in education in order to challenge students to increase their new literacies capacity for academic purposes.

Two years following the Lenhart et al. (2011) study that tracked student use of technology, Purcell, Buchanan, and Friedrich (2013) surveyed teachers regarding how digital tools affected the teaching of writing and student writing. Of the 2,462 Advanced Placement (AP) and National Writing Project (NWP) teachers interviewed, 96% of those select teachers said that digital tools create a wider and more varied audience, and 79% agreed that digital tools allowed for more student collaboration. Both these surveys, conducted with the Pew Internet and American Life Project, revealed adolescents actively write with technology, but it also confirmed that adolescents need direction and guidance when crafting digital writing (Hicks & Turner, 2013; Kajder, 2010; Purcell et al., 2013). In focus groups, the AP and NWP teachers shared several concerns about writing, including the need to emphasize how to write for different audiences using appropriate “voices” and “registers” (Purcell et al., 2013, p. 2). The teachers’ rated student writing performance “high” based on organization and structure, but the teachers assessed students as weaker on synthesis in writing, use of tone and style in relation to audience, and construction of a solid argument. Writing on demand, which is required by state and national standards, seems to work toward helping students organize writing, but at what cost? Students access new literacies through social networking mediums; AP and NWP teachers recognize the influence of new literacies in writing instruction; and students need writing instruction to address audience, purpose, and voice using new literacies for academic purposes.

With the emphasis of increasing students' new literacies capacity for academic purposes, it is vital that educators do not make the mistake of putting new literacies in a silo, away from research on traditional writing instruction. Academic writing that incorporates new literacies in the manner that the AP and NWP teachers refer to does not simply focus on the bells and whistles that come with edutainment; rather, new literacies in their discourse, centers more on academic writing. For example, a course wiki that promotes critical thinking and collaboration by linking mediums like Google Docs and blogs onto the wiki in an effort to encourage collaborative projects and extended audience that serves to accompany and develop the research that informs traditional writing instruction.

Research that Informs Writing Instruction

A landmark study, *Writing Next* (Graham & Perin, 2007), spotlights the nation's literacy crisis and offers 11 research-based suggestions for adolescent writing instruction. Graham and Perin used meta-analysis, beginning with 582 documents on research of "learning to write and writing to learn" and culled those to 142 studies based on their nine criteria for inclusion. While the 11 research-based elements that *Writing Next* reports are not a full curriculum and are not linked directly to new literacies, it is wise for English language arts teachers to heed research-proven instructional strategies regardless of the tool used for composition. Whether the students are writing with a pencil or composing digitally, the elements can strengthen, engage, and advance an English language arts curriculum, and this report deserves the attention of any English teacher who chooses to make the paradigm shift to incorporate new literacies.

Likewise, Applebee and Langer's (2013) research reveals more extended writing opportunities are needed in the English language arts classroom. Their data showed that, on average, 1.6 pages were written in English classes per week compared to 2.1 pages written in

three other content areas combined. Extended writing opportunities, as defined by Applebee and Langer's research, consist of a paragraph or more of writing. As with the *Writing Next* study, pages and paragraphs, in regards to extended writing opportunities, pertain to any medium of writing. Observations showed an increase of in-class time spent on extended writing, from 4% in 1979 to 1980 to 8% in 2009. Despite the increase, the observed writing tended to be short and it lacked the emphasis of challenging students to compose in a manner that encouraged them to think through complex issues, showcase learning, and innovate through connecting or creating something new (Applebee & Langer, 2013). Applebee and Langer encourage teachers to extend writing opportunities with purposeful and collaborative projects to guide students toward critical thinking.

To further the concern regarding the lack of emphasis on writing in schools, the nation's writing report card shows approximately one-quarter of 52,200 eighth and ninth graders scored proficient on a new, computer-based skills assessment for writing (National Center for Education Statistics, 2012). Also, the report reveals that 10% of eighth graders and 14% of 12th graders said they did no writing for English homework in the average week. Compare these percentages with the aforementioned activity reported by the Pew Internet and American Life Project (Lenhart et al., 2011; Purcell et al., 2013) and the problem is not that students are not writing, but that they are not writing enough for academic purposes. Students write outside of school prolifically, using social media, but when it comes to extended academic writing, Applebee and Langer (2013) show that more opportunities for academic writing both in and out of the English language arts classroom could strengthen student writing.

Voice in Writing Instruction

As Purcell et al. (2013) suggest, research is needed that directly examines new literacies and writing instruction in regards to teachers' and students' perceptions of voice in teaching writing, because students struggle with how to write for different audiences using appropriate

“voices” and “registers” (p. 2). While some educators and theorists dispute individual versus cultural notions of voice, most agree with the sociocultural components of voice (sometimes known as ventriloquation (e.g., Bakhtin, 1981; Samuelson, 2009) that include authorial presence in writing in respect to the purpose of the piece of writing and the intended audience (Bakhtin, 1981, 1986; Elbow, 2007; Sperling & Appleman, 2011). Research in the last decade on perceptions of voice and writing assessments and writing instruction has shown that inconsistency exists with how teachers define voice, how voice is measured, how voice is taught, and how voice is understood by students. These inconsistencies have led to confusion about what voice is and how and if it can be taught (Beck, 2006; Culham, 2003; 2006; 2014; Jeffery, 2011).

Over half of the state assessments for writing include voice as an aspect of their rubric for state assessment (Jeffery, 2011). The National Governors Association Center for Best Practices and the Council of Chief State School Officers (NGA & CCSS, 2010) outline common core standards that include audience awareness, which is a focal point of voice. Understanding voice allows a writer to consider audience and purpose and to put an authorial stamp on their writing. NCTE's *The Council Chronicle* (Collier, 2013) includes Applebee and Langer's statement after five years of research on adolescent writing instruction that ended in 2010. Applebee wrote, "Technology is being used for traditional, presentational pedagogy. So it's the teacher's PowerPoint, the teacher's materials on the internet, and very, very little use, with wonderful exceptions, of writing to foster collaboration and dialogue" (p. 8).

Related Pedagogical Focus and Need for Research

John Buchan, a writer, historian, and politician who lived from 1875-1940, wrote, “I believe that all wisdom consists in caring immensely for a few right things and not caring a straw about the rest.” Buchan’s admonition, shared a century ago, pertains to English language arts teachers now. Teachers in this century are asked to show student growth that is aligned with national and state standards while using discernment in how they choose to increase students’, as well as their own, digital literacy capacity (Hicks & Turner, 2013; NGA & CCSS, 2010; Reich, Murnane, & Willet, 2012). Digital literacy involves students’ and teachers’ ability to effectively manipulate, create, participate, and evaluate using various technologies, and new literacies theory emphasizes the participatory culture that digital technology provides (Lankshear & Knobel, 2011). In light of these challenges, pedagogical decisions based on research help simplify and guide teachers toward those “few right things” when considering teaching writing and new literacies. The “few right things,” based on *Writing Next* (Graham & Perin, 2007) and Applebee and Langer’s (2013) research, unveil the need for extended writing opportunities that are not focused on writing on demand in timed situations, but strategies to teaching writing effectively coupled with extended writing opportunities that allow for these skills to be practiced. These opportunities can be designed effectively in new literacies learning spaces that are focused on academic writing, and this online learning environment can further extend and enrich students’ writing.

Another venue for examining the “few right things” our nation’s educators aim to strengthen during this century when teaching with new literacies can be observed on a broader scope through practitioner and curriculum books published on teaching writing by two national organizations, the NCTE and the NWP. Published books reveal the needs evident in teaching writing in the 21st century. In 2006, the NWP published *Because Writing Matters* with Carl

Nagin, and in 2010, this same organization that supports writing teachers published *Because Digital Writing Matters* with Danielle Nicole DeVoss, Elyse Eidman-Aadahl, and Troy Hicks. Since then, NCTE packaged a series with eight publications in an effort to bridge the divide for teachers between research and practice. Sara Kajder's (2010) *Adolescent and Digital Literacies*, share the author's reflective inquiry on matters she experienced in her own classroom and issues that pertain to the greater community of language arts educators. In step with Kajder's (2010) focus on Digital Literacies, NCTE also revised their Framework for 21st Century Curriculum and Assessment in February of 2013, highlighting revisions by titling the press release announcement with "*Digital Literacy isn't 'Something Else' or 'Something New,' it's Now.*" Each of these publications address the "few right things" teachers and students need to attend to in the secondary English language arts classroom, and writing in digital environments to build students' literacy is a focal point.

Purpose and Description of the Study

New literacies theory (Knobel & Lankshear, 2011) embraces the construction of shared knowledge in online environments. This qualitative case study with a secondary English language arts teacher in one ninth-grade classroom investigated how a teacher used new literacies to teach voice in writing and sought to understand participants' perceptions about this method of instruction and participation. Specifically, two research questions guided the data collection and analysis:

1. How does one secondary language arts teacher use new literacies to teach voice to struggling writers?
2. What are participants' perceptions of these instructional choices?

In order to understand how a teacher situated new literacies with voice in writing instruction in a natural, classroom setting and better understand what students' perceptions were of the instruction, I facilitated the intervention of a course wiki into the teacher's existing unit. The purpose of the course wiki was to extend the audience and purpose of the teacher's existing unit involving persuasive writing. At this intersection of teaching and learning, where convergence happens with new literacies and pedagogical choices regarding voice and writing instruction, I hoped to understand the phenomenon more deeply by gathering qualitative data including: observations, a teacher's reflective log, my reflective log, writing samples, wiki documents, and interviews with the teacher. Another purpose of the study was to understand students' perceptions of these instructional choices, which involved interviews with select students. For data analysis, I use analytic induction (Erickson, 1986). The methodology section of this manuscript elaborates further the details for the site selection, participants, data collection, and data analysis.

Rockwater High School (pseudonym) aligned well for the location of this case study, and the sample selection in the methodology section will further justify the site selection. Rockwater served 1,116 students, of which approximately 22% were eligible for free and reduced lunch. Rockwater High School was fully accredited by the state. The student population consisted of 89% white students, 10% Hispanic students, and 1% Black students. Rockwater was one of four high schools in the county, and there were 70 full time teachers, with a student-teacher ratio in the county of 16:1 in grades 9-12 (Public Schools K-12, 2014).

For this research, my anticipated outcomes were: (a) a robust description of one secondary, language arts teacher's use of new literacies when teaching voice in writing and students' perceptions of those instructional choices; (b) recommendations for secondary

language arts teachers' incorporation of new literacies into their existing curriculum; (c) a widened audience for student writing through the intervention of a course wiki, with wiki content analysis focused on attention to audience and voice; and (d) a struggling writer's response to new literacies. Findings from this study may inform administrators, researchers, professors in teacher preparation, and classroom teachers. I hoped to identify affordances of incorporating new literacies to teach voice in writing and identify barriers that come as a byproduct of this addition to the curriculum. Barriers may be communicated with teachers and administration in an effort to help mitigate setbacks to utilizing new literacies through problem solving technical issues, supporting teachers through professional development, and communicating classroom support for technological assistance. Likewise, administrators informed by this study and the affordances of new literacies may also choose to capitalize on strengths by sharing these affordances to spread the knowledge base among teachers and other support staff. Although new literacies and teaching is context specific and experiences with this intervention will differ from classroom to classroom, educators can transfer how teachers use new literacies with instruction and what students think about these instructional choices.

Chapter 2

Literature Review

The following conceptual review of the literature attends to three strands of research directly related to this study on writing instruction: new literacies, struggling writers, and voice in writing. Struggling writers are introduced here, because every writer struggles and every language arts classroom has struggling writers whose needs should be understood. A review of this literature allowed me to craft a qualitative case study that sought to understand how one secondary, language arts teacher attended to voice with new literacies and writing instruction and her students' perceptions of this instruction. Within this literature review, the theory of new literacies is further described and provides a framework for understanding the findings.

Teachers and researchers of writing instruction have found that new literacies capture the attention of young adults, and that writers benefit from composing in a primarily digital environment (Curwood & Cowell, 2011; Goldenberg, Meade, Midouhas, Cooperman, 2011; Graham & Perin, 2007; Hull & Katz, 2006; Lankshear & Knobel, 2011). Increasingly, schools are amending handbooks to allow for personal electronic devices to be brought into the classroom. This inclusion of resources for students has implications for writing instruction. The skill of composing writing in digital environments is a skill that students need. Authors of *Because Digital Writing Matters* (NWP with DeVoss, Eidman-Aadahl, & Hicks, 2010) state that they envision “a future where every person is an accomplished writer, engaged learner, and active participant in a digital, interconnected world” (p. xi). If this vision is considered along with talk of wireless, paperless classrooms with online computer-based testing (e.g., National Center for Education Statistics, 2012) that involves the generation of essays on the computer, then it is critical that teachers move to digital writing environments.

To explore new literacies and writing instruction, this review of the literature sought to understand: How do teachers use new literacies to teach voice during writing instruction? Related research topics were explored to gain understanding about previous research surrounding writing instruction in the areas of new literacies, struggling writers, and voice in writing. The focus of this research was not about the technology used when teaching. This review was also not about the skill of writing; rather the question involved investigating how teachers and students *used* the technology for developing writing in the classroom.

For this conceptual review of the literature (Kennedy, 2007), I applied the following rules:

1. Each source involved a teacher and/or researcher focused on adolescent writing instruction.
2. Each source linked writing instruction to one of three focus areas in the research: new literacies, struggling writers, and voice.
3. Each study was published after 1964 (the approximate time in which “voice” emerged in the discourse on writing instruction).

Definition of Terms

With digital technology comes many terms, and understanding the definitions of literacy in relation to digital technology helps clarify what new literacies entail. Struggling writers and voice, in the context of this study, also will be defined.

New literacies. Hicks (2009) explains three theories of literacy learning in digital environments: new literacies, multiliteracies, and digital literacies. Each promotes understanding the paradigm shift from traditional “paper” writing and sourcing to how writing has changed with technology. Hicks illustrates the first theory, *new literacies*, developed by Knobel and

Lankshear (2007) as the change from students citing library books and encyclopedias to currently citing and perhaps even contributing to Wikipedia. In addition, Hicks includes the evolution from assignment listing to publishing students' work on a closed course management system, such as BlackBoard, Moodle, or a blog which parents and students can see wherever they have online access (Hicks, 2009). The second theory, *multiliteracies*, developed through the New London Group (2000), involves an understanding that with linguistic and cultural diversity, there are different ways that readers create and digest texts. This theory moves beyond print text to teaching students about the impact of literacies that include spatial, visual, gestural, and aural representations (Hicks, 2009, p. 9). Multiliteracies mean that students do not simply write; they compose in order to involve senses via technology. Finally, the third theory prompting the paradigm shift from traditional 20th century discourse to 21st century discourse is *digital literacies*, which has also been coined with *electronic* or *21st century literacies*. Gilster (1997) asserted that the foundation for being digitally literate is evaluating content, setting up personal news feeds, and mastering search engines. Now, approximately 15 years following Gilster's assertions, Hicks, in conjunction with the Writing in Digital Environments Research Center Collective, advocates that it is "just as important for writers to share their own digital texts as it is for them to consume the texts produced by others" (Hicks, 2009, p. 10).

New literacies (Lankshear & Knobel, 2011) in the context of this review deals with any digital technology that mediates writing in such a way that responsive features allow the writer to receive digital feedback and to participate in distributed knowledge construction, sharing, experimentation, and innovation (see Figure 1).

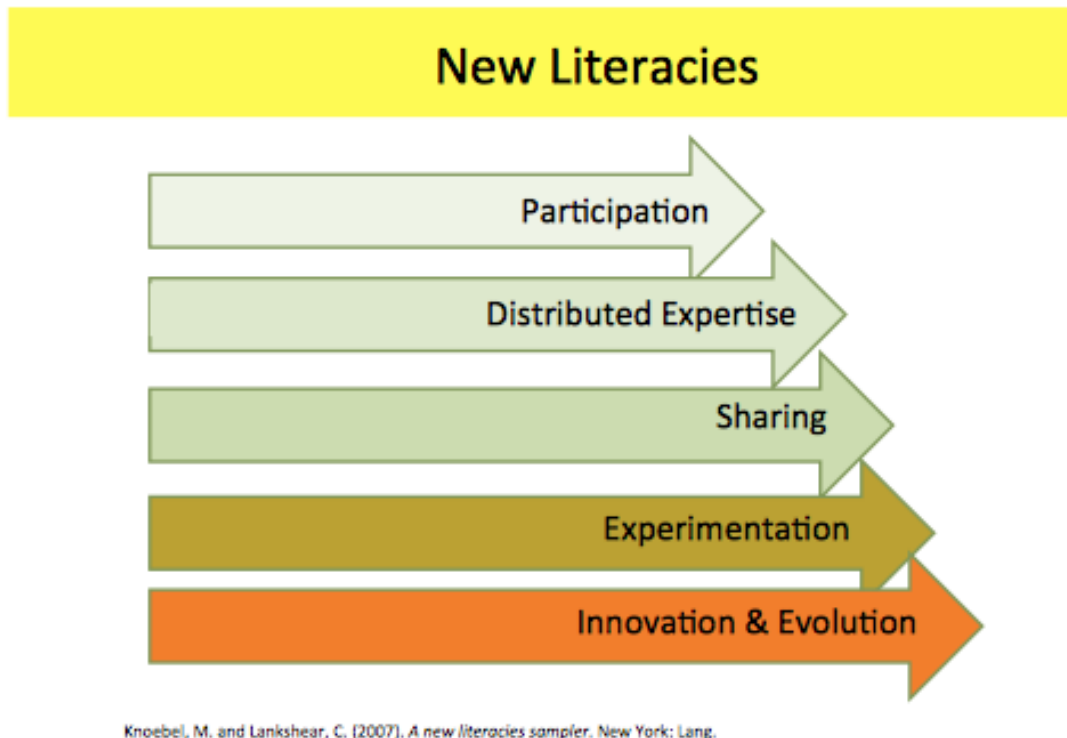


Figure 1. New literacies encompass the use of mobile devices, including students' personal electronic devices (iPods, iPads, phones) and courseware (blogs, wikis, and cloud storage spaces such as GoogleDrive). (Dredger, 2011).

Struggling writers. Struggling writers, in the context of this review, exhibit weak writing performance as measured by standardized writing assessments and by a writer's self-perception scale. Struggling writers also exhibit a number of traits including perceiving that more capable writers work hard, can write long compositions that are good with the first draft, and have overall good penmanship (Sylvester & Greenidge, 2009). Struggling writers often have difficulty with organization at both the sentence and paragraph level, and even though their writing may be full of mechanical errors, they will take less time to revise (Morphy & Graham, 2012). Standardized tests place an added burden on struggling writers because they require writing on demand (Sylvester & Greenidge, 2009) under conditions that impose pressure in a

timed writing environment and/or mandate a controlled setting that makes it difficult to write in response to a prompt while in an environment that may not be conducive to the students' writing process. Furthermore, a lack of interest in the prompt, or lack of information regarding a writing assignment in general, can frustrate and cause a writer to struggle (Sylvester & Greenidge, 2009). Struggling writers may also exhibit and be distracted by their messy handwriting if they are composing on paper (Morphy & Graham, 2012; Sylvester & Greenidge, 2009; Thompson, 2012). If a learning disability exists, struggling writers are often less informed than capable writers about the process of writing. They may produce brief writing samples that lack detail and elaboration, with poor organization. Another sign of struggling writers with a learning disability is they may stop writing before they have expressed all that they have to convey about a topic, and once they have composed, they are resistant to discard any part of the writing, even if the words are not relevant to the composition (Graham, Harris, MacArthur, & Schwartz, 1991).

Voice in writing. Voice in writing, as noted by Sperling and Appleman (2011) often accompanies or is described as “writing style, authorship, language register, rhetorical stance, written and spoken prosody, the self in text and in discourse” (p. 70). For the purposes of this review, voice is defined as the communication of a student’s “dialogically shaped perspective” (Sperling & Appleman, 2011, p. 46) and control of language features in writing when striving to achieve the purpose of a piece of writing. To unpack this definition a bit further, in the context of secondary writing instruction, voice is when a student uses his or her authorial presence and awareness of audience to craft a piece of writing to meet the purpose of the written work.

Theoretical overview of voice. Not only is voice individualistic and valued in the study of linguistics, but it is socially and culturally constructed and ideological notions can be tied to its development. Often the tensions between these two ideas of voice as constructed by the

individual versus constructed by the social/cultural invite debate, but the marrying of the two informs our understanding of the notion of voice. Vygotsky's (1978) understanding about a person's development reflects this synthesis of the collective and the individual when he states:

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals (p.57).

Voices of others in a discourse community are discerned by an individual and from that process comes forth a unique authorial stance. If this is the case, then the "others" in the discourse community may become the writer's audience.

Furthermore, new literacies and the audiences they provide add to the complexity of voice. Nonetheless, voice is tied to audience, and writing without voice is impossible (Bakhtin, 1981, 1986). Research on theoretical frameworks dealing with voice references Bakhtin and his influence on voice considerations within writing (Jeffery, 2011; Samuelson, 2009; Sperling & Appleman, 2011). Instead of the individual voice as seen in isolation, Bakhtin speaks to the collective voice that exists from a sociocultural perspective. While there is no voiceless writing, he also asserts that there is no writing without the voices of others. For example, as I position myself to write and research on the topic of voice, my voice is not standing alone. Each word has been shaped by the voices of Romano, Appleman, Sperling, Bakhtin, all the authors' voices that have informed me on the topic of voice. This component of voice that is sociocultural, yet not exclusive of the individual voice, must be tightly tied to audience in writing and is emphasized in the English language arts classroom (Rief, 1999; Romano, 2004).

Recent empirical research has been conducted on voice, but more research is needed on the effective development and assessment of voice in writing (Jeffery, 2011). While teachers'

perceptions of voice is covered in Jeffery's research on assessing student writing, and Sperling and Appleman (2011) give a thorough theoretical analysis of voice in light of literacy research and pedagogy, more research is needed in respect to how voice is taught in the classroom. With the information that these three scholars have provided, new research is needed to gain understanding of how pedagogical choices in the classroom allow for the expression of voice in students' writing.

Affordances of New Literacies and Teaching Writing

Themes and trends in research questions, methodology, and findings related to writing instruction in the English language arts classroom focus on affordances (i.e. features of a tool that enable students to use certain writing processes) of new literacies in teaching writing, which includes, but is not limited to, engagement, collaboration of cognition, increased audience, and growth in writing for struggling writers (Beach, 2012; Dymoke & Hughes, 2009; Stornaiuolo, Hull, & Nelson, 2009). Research studies and theoretical papers on teaching writing have also focused on voice in writing and researchers question how teachers assess voice in writing, communicate expectations for voice in writing, and address audience and voice in the spaces new literacies provide. Since composing writing in digital environments is a skill that students need (NWP with DeVoss, Eidman-Aadahl, & Hicks, 2010), a close look at the affordances of new literacies, and the shared writing environment new literacies provide, is needed.

New literacies with English language arts instruction. One Web 2.0 tool, a wiki, is a website that allows for multiple users to make revisions to the page, and it keeps a history record of activity on the page. Dymoke and Hughes (2009) conducted a qualitative study using 56 English language arts preservice teachers, ages 22 to 42, who were postgraduates in a mixed, convenience sample group. The participants, in the UK and Canada, utilized a wiki in order to

hone their writing skills in the area of poetry and also to consider how poetry writing could be taught in a digital environment. Of the participants, 52 of the 56 had never used a wiki.

Participants were placed in groups that consisted of both UK and Canadian students with each group labeled with a poetic form. In order to familiarize the students with the wiki functions, students began by posting a response to poetry definitions of poetic form. Once active use of the wiki was established, students were encouraged to share poetry, and comment on each other's poetry, considering how the wiki may inform their practice in the classroom. Data consisted of insider research and qualitative methods that included analysis and independent coding of seminar discussion notes, digital artifacts, comments, and postcourse surveys. Recoding, with both researchers participating, also strengthened the study. The results of the study suggested that using a wiki positively shaped the participants as writers by allowing them to use responses from each other to revise in a "digital third space" (Dymoke & Hughes, 2009, p. 97). Instead of a wiki, Witte (2007) engaged students in a collaborative, yet controversial blog that involved preservice teachers corresponding with middle school students on blogs regarding like young adult literature. The Talkback Project stimulated middle school students and aided preservice teachers in their correspondence with adolescents. In the building years of the online project, the district mandated that the collaboration halt when one participant accidentally mentioned the name of the school in a blog response, thereby putting the students and school at potential risk for becoming a target for predators. Hence Talkback continued, in the traditional manner from its inception; participants corresponded with two-person journals.

Findings from Dymoke and Hughes' (2009) study showed that participants grew stronger in digital and multimodal communication and experimented in new poetic forms, experiencing the dynamics of intervening in drafts, and they gained confidence in their ability to write and

reflect on their writing. The wide range of feedback may have taken away fear that they had in regards to sharing drafts in this more public environment. This study reflects the need for writers to experience these multimedia and online environments, because the act of using the technology is critical for comfort and control in digital writing. Likewise, Witte's (2007) Talkback Project left students asking for continued opportunities for reading and writing in the digital third space, with one student's response, "By taking away our access to the Talkback Project blog, you have taken away my voice." The suspension of the project stimulated a flood of response from both national participants and an international participant in the Talkback Project. The district's response to the protests led to a mediated site through the school division, which speaks to the dilemma that educators face of protecting the students who are utilizing the affordances in which the new literacies provide.

Researchers involved with both preservice teachers and a summer youth program exposed students to multimedia (Dymoke & Hughes, 2009 & Lawrence, McNeal, & Yildiz, 2009). Lawrence, McNeal, and Yildiz (2009) tracked media, information, and new literacy activities, and their study revealed the engagement that technology afforded in facilitating the students' creation of text. The major finding from this summer program revealed the benefit of students using technology to create their unique text. Findings also included that the students increased their experiences with technology, furthered their understanding of research processes, and all students demonstrated growth in informational literacy (Lawrence et al., 2009). They state that the curriculum for the program revealed the benefits of providing students with the chance to create their original text using technology, because the students learned to communicate with both words and visuals, improve their writing skills by synthesizing informational text, and learn more about new literacy functions. In contrast to the brevity of the summer program, and to the

study with preservice teachers, a three-year study conducted by Curwood and Cowell (2011) focused on creating a space for new literacies within an iPoetry unit. This teacher-conducted research and practitioner inquiry was grounded in the notion that professional development from leaders outside the school was not nearly as effective as research conducted by teachers within their classrooms. As a collaborative effort between a media specialist and an English language arts teacher, the unit changed and developed over the three years. The authors noted that the New London Group, in 1996, challenged teachers to “engage in multiliteracy learning, a practice wherein young people are empowered by the evolving textual representations inherent in the world around them” (Curwood & Cowell, 2011, p. 119), and these teacher-researchers embraced that challenge. The data collected included field notes, teacher and student artifacts, students’ iPoems, and informal and semistructured interviews.

The teacher and media specialist created this unit in order to engage students, increase audience awareness, and help students compose multimodal texts. They scaffolded the process for students the first year with storyboard worksheets; the students drew representations of their words in poetry on paper, and then they set out to create or find those specific images. Since this was not the ideal use of technology they sought, they introduced the story board as a way that students could explore various interpretations of their text, and encouraged students to list, rather than draw, all the ways that their poems could be communicated and interpreted. One of the iPoems resulted in a student working with digital poems and using textual, aural, and visual elements to express him and his life experiences. In relation to struggling writers, another one of the students was economically disadvantaged and functioned at a lower reading level in comparison with her peers. Her writing samples echoed weak traditional literacy practices. While she needed a great deal of support with technology instruction, this multimodal environment

provided her with the chance to show off a set of skills often absent in the traditional classroom. She scanned the only existing image of a special aunt, coupled it with a fitting musical track, and composed a powerful message of loss and love. She presented this iPoem of her aunt to her mom, who had just suffered the loss of this sister. The researchers noted that the student was visibly proud of her composition (Curwood & Cowell, 2011).

Finally, the iPoetry unit evolved in such a way that Curwood and Cowell came to understand that effective integration of media and technology cannot be implemented into curriculum when new literacies are approached as isolated skills. They collaborated for three years, and during that time, they were able to move beyond digitally composed poetry to inherit a “deeper understanding of how the addition of multimodal elements, with a focus on voice and audience, shaped student work” (Curwood & Cowell, 2011, p. 117). It is worth highlighting again that it took three years and collaboration between an English language arts teacher and a media specialist for this unit to become successful. The collaboration with a media specialist not only made the technology side of the instruction less daunting, but also it allowed the English language arts teacher the time to focus with the students on voice and audience as they composed.

Considering the way in which Curwood and Cowell focused on voice and audience in shaping students’ work, another question to pose is how does the use of the multimodal elements help express the writer’s voice and therein attention to audience? Dymoke and Hugh’s study with preservice teachers noted increased success in the students’ communication skills in the multimodal environment and participants’ gained confidence in their writing and reflection on writing. However, writing is a vast territory, and if writing in these multimodal environments is a skill necessary for students to acquire, then attention to voice as it pertains to purpose and

audience is critical and while these studies focus on the use of new literacies, they do not examine closely how teachers use these tools specifically to teach voice in writing to struggling writers.

Assisting Struggling Writers

Struggling adolescent writers in secondary schools often score poorly on writing measures on standardized tests, self-identify as poor writers, and show characteristics of a struggling writer that include, but are not limited to: lack of organization within sentences and paragraphs, difficulty attending to detail, little elaboration, minimal writing, lack of revision, messy handwriting, unhealthy visceral reactions to writing, and reluctance to discard parts of writing once composed, even when the excerpts of writing are irrelevant to the composition (Morphy & Graham, 2012; Sylvester & Greenidge, 2009; Thompson, 2012).

Thompson (2012) observed that struggling writers exhibit “avoidance tactics” that range “from loss of pens or exercise books, deliberately illegible handwriting, the tearing up of a draft after some hours of work, through to actual sabotage of computer hardware and software” (p.85). Thompson’s (2012) question, like many secondary educators, centers on how to engage students in writing. Using Vygotsky’s Zone of Proximal Development in a “shared space activity,” Thompson observed samples of struggling writers mediated by collaboration and choice in writing. Following analysis of the case studies, which included the use of video data and writing samples, Thompson concluded that struggling writers benefit when teachers direct writing activity in the classroom while keeping in mind the “dual contexts of task and social environment” that are central to how and why young adults write. Thus teachers need to allow choice and collaboration in writing, understanding the importance of dialogue in the writing process. This study is important not only because it attends to struggling writers’ success in a

secondary classroom, but also because of the holistic approach to writing, rather than breaking the research down to focus on only one of the many components of writing.

Effect of new literacies on struggling writers. New literacies (Lankshear & Knobel, 2011) engage most secondary students (Dredger, Woods, Beach, & Sagstetter, 2010; Nobles, Dredger, & Gerheart, 2012; Richardson, 2010) and can provide an organic venue for collaboration. One study on new literacies and struggling writers revealed a significant increase in writing development (Goldenberg, et al., 2011). In a quasiexperimental study involving 371 participants, 17 classes, and two middle schools, this study investigated the effects of both writing ability and engagement with students in two New York City public schools. The researchers designed the study so that the control group and the experimental group were in two different schools, thereby strengthening the internal validity and avoiding the threat of resentful demoralization. Three classes from each school participated, and both schools and classes were chosen for their similarity in students' writing ability and demographics. Since the Writing Matters program involved the writing workshop approach, the classes were also chosen because they all used the writing workshop. The Writing Matters program was infused with technology, while the comparison group used the traditional model of writing workshop with paper and pencil (Goldenberg et al., 2011).

Of the 371 participants, 256 were in the Writing Matters group and 115 formed the comparison group. Results of the study indicate that overall, both groups' writing ability did not improve from the pretest essay to the posttest essay. In fact, students in both groups saw a drop in overall scores. However, the scores of the students in the Writing Matters group fell less than the comparison group. Also, students who had the lowest writing ability and participated in the Writing Matters program did show a significant growth in their scores compared to the group

that did not use the technology-infused program (Goldenberg, et al., 2011). Comparison studies such as this tend to yield no significant difference, and this is why it is important to move away from looking at the effect of the technology and move toward how the tools are used and what the new literacies afford for students' learning.

Measurement validity for the Goldenberg et al. study was strong. The writing prompts, which measured the first research question, were developed by and with the NWP. The second research question was answered using the Writing Apprehension Test, known and tested over the years for its reliability and validity for testing anxiety in writing skills with pre and post testing. One question that could be asked is if the writing ability measured by the prompt really measured all that students learned during the school year in regards to the many aspects of writing. In addition, while it provides a landscape view of new literacies and writing instruction juxtaposed with traditional writing instruction involving paper and pencil, like the other studies reviewed, it fails to take a microscopic look at the teaching of one writing component. Nevertheless, research on the process of teaching writing is relatively scarce, and this study helps fill the gap that exists in teaching writing.

The Thompson (2012) analysis involved two case studies, and Goldenberg et al. (2011) handled a larger sample, but a meta-analysis on 27 studies of weak writers, grades 1-12, reveal that students who struggle and/or are struggling to write for a variety of reasons benefit from composing with word processing programs as opposed to traditional modes of paper and pencil (Morphy & Graham, 2012). The meta-analysis revealed that students benefit from word processing programs because composing in this environment improves fluency, motivates students, provides clear and legible print at the stroke of each key, allows for ease in revision, and includes spell check. This meta-analysis explicates how writing in digital environment is

more powerful than paper pencil. Post analysis recommendations suggested using word processing programs with students, because the review showed that it enabled students to produce texts that were far superior to their creation with paper and pencil. The researchers also encouraged the use of programs that housed opportunities for interactive feedback about the quality of the text that students produce and programs that guide students through the process of planning, drafting, and revising their writing (Morphy & Graham, 2012). In contrast, but not surprisingly, a finding from Morphy and Graham's meta-analysis showed the use of word processing programs did not significantly affect vocabulary and grammar improvement in writing, which contributes indirectly to the effective communication of the writer's voice.

While the use of word processing programs reflect the modality of writing that benefits struggling writers, nurturing positive writing environments that give voice to writers needs to consider other factors, including choice in writing, conferencing at opportune times, and authentic writing tasks. Morphy and Graham's analysis supports the secondary age group my research addressed, heavy in research with grades 5 through 11 and light involving primary grades, with only 3 studies. Also, an aspect of this meta-analysis that compliments this review's focus on how teachers use new literacies to help express the voice of struggling writers is that holistic assessments, the majority of which involve voice as one assessment feature (Jeffery, 2011), were privileged over analytical assessments when measuring for each of the dependent variables. A limitation of the meta-analysis is that the measures for evaluating each of the outcomes (dependent variables) was not the same; studies that included analytic measures were converted to a whole score in order to align with holistic scoring (Morphy & Graham, 2012). If, as this meta-analysis shows, students are more fluent in their writing and more motivated to write when composing on a screen versus with paper and pencil, then the voice of these writers may be

affected as well, but this meta-analysis only looks at the effect of writing using word processing, here again showing a gap in the research on teachers' use of new literacies when teaching voice to struggling writers.

Struggling writers and engagement in writing. Related to the research on engagement and writing ability, improved writing was also observed in a study when eighth graders contributed to the rubric creation for a digital writing assignment (Grisham & Wolsey, 2005), and this is congruent to research in motivation and cognition (Jones, 2009). In order to assess the components of an electronic journal post that was composed in a threaded discussion group, 95 middle school students, taught by the same teacher in three classrooms, created a rubric as a group. The writing ability of the students ranged from that of high-achieving gifted students to struggling writers, special education students, and bilingual students. The class-created rubric was then used to assess 6 student papers. Holistic scores and narrative responses were formulated by the students.

Results from the Grisham and Wolsey study (2005) showed that students benefit from being part of the assessment process and this was observed by high engagement and improved writing. In an effort to triangulate the data on the measure of assessment in rubric creation, the study also involved 38 teachers in a graduate course and 10 preservice teachers. Both the graduate students and preservice teachers created and scored the same 6 papers that the eighth graders assessed. All three groups created similar rubrics and scored the papers similarly. This study speaks to the problem Jeffery (2011) and Beck (2006) refers to regarding subjectivity and ambiguity in rubrics and writing instruction. Also aligned with the inquiry of how new literacies may help teachers teach voice to struggling writers, this study addressed voice through the rubric. The third trait of the rubric used for assessment was: "Voice. Liveliness, passion, energy,

awareness of audience, and involvement” (Grisham & Wolsey, 2005, p. 318). The researchers adhered to the focus of the rubric in their observations, and noted, “Neither the teacher-researcher and university researcher nor the middle school students knew exactly what to expect students to do as they blended their chat room voices from cyberspace with academic language” (Grisham & Wolsey, 2005, p. 318). One limitation to the study is the researchers do not make clear how they determined the writing ability of the students. While special education, gifted, and bilingual students were most likely based on enrollment in services, the researchers neglected to explicate how they determined who fell under the category of “struggling writers.”

Encouragement versus correction with struggling writers. Struggling writers often become resistant to writing by an overemphasis on the errors in their writing rather than the encouragement in areas of potential in their writing, (Smagorinsky, Wilson, & Moore, 2011 & Townsend, Nail, Cheveallier, Browning, & Fink, 2013) and this is consistent with research in educational psychology and goal setting (Meece, Anderman, & Anderman, 2006), similar to the Grisham and Wolsey (2005) study. In a longitudinal case study conducted by Smagorinsky, Wilson, and Moore (2011) at one rural high school, over a two-year period that covered Brandy’s (pseudonym) student teaching and first year teaching full-time, Brandy’s persona as a writing teacher drastically changed. At first she said that she considered herself as part of a new generation of teachers whose progressive methods would help them to change the profession. However, once placed as a full-time teacher in a school, she quickly began to teach like the teachers she critiqued during her initial interview. Brandy’s focus on students’ writing was shaped by the mandate of the state exam and its requirements, her own belief in paragraph organization as a foundational requirement for knowing “how to write,” and her observations of her students and their response to her instruction. This research brings to light the power that

testing can have over teachers' writing instruction, even though they know, and in this case recently learned about, what is best practice in working with the writing process. Unfortunately, overemphasis on errors remains a commonplace, as witnessed in an analysis of 26 essays that received only 33 positive comments out of 732 overall comments. To further hinder writing development, 580 of the 732 comments focused on "surface structure of the language" (Townsend et al., 2013).

Writers' Voice and the Shift to New Literacies in Writing Instruction

Models of writing in the 20th century involved mostly paper and pencil. According to Whitney (2008), educators using a writer's workshop approach and active themselves in the authoring process, tend to be more positive and report significant changes in their classroom pedagogy. Whitney's research tracked case study teachers. Based off the NWP, teachers using a writer's workshop approach utilized a writer's notebook that collected free writes, reflections, and ideas that could be used as a storehouse for later writing pieces. As a teacher-centered approach, teachers gave students prompts that students responded to in the writer's notebook. To contrast, a student-centered approach allowed for the writer to use the writer's notebook freely, writing about whatever was of interest. Sometimes the writer's notebook was built through reader response, where the teacher provided a poem and the students could respond freely in the notebook.

The writer's notebook was a tool used to help students develop voice in writing, a place to write without fear of "getting it right," and teachers using a writer's notebook or journal assured students that it would not be graded for grammatical correctness, usage, or organization. The early stages of writing begin with freedom of expression without the constraints of grammar, because those are aspects of writing to address in the later stages, nearer to publishing

(Smagorinsky et al., 2011). English teachers know that narrative writing, working from the personal and using “I” encourages students’ writing voice, and from there the writer can develop and begin to build confidence in seeing him or herself as a writer (Atwell, 1987; Rief, 1992). Furthermore, examination of the processes used in writers’ workshop tends to elicit the individual’s writers voice (Spalding, Wang, Lin, & Hu, 2009; Whitney, 2008). However, narrative writing is not the only genre that requires a strong voice, and different genre conventions only ask that voice and authorial stance align according to the genre. Witte’s (2007) Talkback Project helped preservice teachers with their collaborative voice in corresponding with adolescents as opposed to “talking down” to them in their teacher voice. Likewise, the adolescents learned that the preservice teachers did not appreciate when they had not kept up with the reading that was intended to be discussed on the blogs. Ultimately, the student and preservice teacher reflections aided in the improved communication in the online environment.

Each of these studies support theories on motivation and learning. Motivation in the classroom largely depends on students’ perceptions of their competence and the amount of autonomy they have with respect to their learning (Deci & Moller, 2005), as well as factors such as perceived usefulness and interest in the content, and positive relationships with teachers and other students (Jones, 2009). In tandem with this focus, Boscolo and Gelati’s (2007) research indicates that student motivation to write is affected by the perception of their writing competence. This research on motivation supports the need for teachers to provide positive feedback to student writing as well as the need for teachers to attend to developing intrinsic motivation via a more autonomous versus an overly controlling learning environment.

To further bridge what is known about motivation research and theories and application to instruction, Jones’ (2009) MUSIC model of academic motivation and inventory encompasses

five key motivational constructs: empowerment, usefulness, success, interest, and caring. The motivational inventory measures these five key constructs derived from research and theory (e.g., Ames, 1992; Bandura, 1986, 1997; Deci & Ryan, 1985, 1991; De Volder & Lens, 1982; Wigfield & Eccles, 2000; Hidi & Renninger, 2006), and consideration of the five constructs from Jones' inventory can assist teachers with engaging students in learning environments. The ideas in the inventory are not new, but combining the constructs and creating a means of measuring the constructs is a significant contribution to research on motivation and learning, because the inventory has been validated by research (Jones & Skaggs, 2012; Jones & Wilkins, 2013). Jones' inventory can help teachers understand if the shift to new literacies environments is perceived by students as a motivational force in the classroom.

The literature reviewed was selected for its' collective scope, covering voice, new literacies, and struggling writers. Writing development touches so many learners, and it is important to focus on the implications that the digital environment offers for struggling writers' development of voice. By examining new literacies and voice in respect to struggling writers, this research interest crosses socio-economic and linguistic divides; struggling writers can even be found in gifted students. And, since the research and theory regarding how to handle voice in writing remains on the forefront of literacy discussion and new literacy affords multiple audiences (Jeffrey, 2011; Sperling & Appleman, 2011), that was all the more reason to give it attention in regards to new literacies and teaching writing. New literacies provide opportunities for students' voices unlike writing in 20th century classrooms. Students' audience can exist and be responsive from distant geographical locations without students leaving the school grounds.

If the definition of voice is aligned tightly with audience in mind, as it should, then perhaps ambiguity would be lessened. For example, a rubric could guide students writing by

reading "The voice of the writer succeeds in weaving together the traits of style, stance, authorship, and audience to achieve the purpose of the piece;" not unlike the 6 traits + 1 rubric for voice (Culham, 2003). Within the classroom, discussion and development activities can place audience in the foreground. Almost 12 years have passed since New London Group (1996) met to address the changes in literacy practices needed in order for schools to best prepare students to succeed post-graduation. By focusing on voice in conjunction with new literacies and struggling writers, the heart of the research sought to shed more light on this preparation that the New London Group called attention to years ago.

Complexity of Voice and Writing Instruction

Voice in writing is multi-faceted and it is important that educators and scholars coalesce to clearly define voice, help students to understand the role of voice in writing, and fairly assess students as they work to express authentic and appropriate voice in writing (Elbow, 1994 & 2007; Jeffery, 2011; Spalding, Wang, Lin, & Hu, 2009, Sperling & Appleman, 2011). To further understand voice and how it is viewed as foundational to writing in the English language arts curriculum in the United States, voice needs to be further understood, and the components that make up voice should be explored. When voice first became asserted as a critical element of writing, deemed worthy of its focus in the development and evaluation of writing, it was known as an individual's clear expression of self (for a discussion, see Elbow, 1968; Jeffery, 2010; Sperling & Appleman, 2011). In the 30 years since the introduction of voice into the domain of writing development and assessment, controversy of its merit (Beck, 2006; Beck & Jeffery, 2007; Elbow, 2007; Jeffery, 2009, 2011) has ensued. Regardless of debate in professional dialogue within journals, voice remains a feature that is coached in writing instruction and assessed.

Not only has voice been deemed a foundational aspect of writing, it has also given birth to the concept of multiple voices that a writer commands in order to communicate effectively with different audiences (Lankshear & Knobel, 2011; Lawrence et al., 2009; Sperling & Appleman, 2011). Forward thinking in research regards voice as a priority, because audience consideration is a necessity with new literacies instruction. The inception of new literacies only informs the dynamics of multiple voices as there are more opportunities to write efficiently to wider audiences. In considering voice, the audience needs to be a part of the conversation, because while the individual is expressing voice, the voice adjusts in line with the audience in which the writer intends to communicate.

Assessment and teachers' perceptions of voice. Jeffery (2011) conducted a phenomenological study that examined secondary English language arts teachers' perceptions of voice in the context of using a rubric to assess students' voice in writing, and she came to the conclusion that research was needed to investigate the construct of voice in the context of teachers' assessment on writing. This need for assessment of voice was also echoed after an analysis of state writing assessments (Beck & Jeffery, 2007). In the phenomenological study, Jeffery selected 19 English language arts teachers who had completed at least 3 years of teaching experience in the content, had earned a master's degree, and had participated in professional development through the NWP. Her decision on these components for participant selection centered on the fact that voice would have been emphasized in these particular advanced training experiences. Participants were recruited through three NWP list serves in the Northeast, West, and Midwest. In an effort to understand the teachers' perceptions of voice, face-to-face interviews and phone interviews were conducted using a "think-aloud inferencing protocol" (Jeffery, 2011, p. 100). Teachers examined an expository and a narrative sample from two high-

scoring, prompt-based state assessments in Oregon, choosing Oregon, because it used voice as a feature to assess in multiple genres.

Coding procedures for Jeffrey's (2011) study utilized a systematic functional linguistics framework and sought to find linkages between the teachers' responses to the interview and features of the essays in regards to voice. Prompt-response essay associations (Beck & Jeffery, 2007) also informed the coding and she used an inductive analysis of interview transcripts. Teachers connected literary techniques, rhetorical techniques, evaluative language, adolescent language, and structural features with voice, and all 19 teachers noted *tone* as code for voice. The results of Jeffrey's study reveal the complexity of voice in regards to assessment and consistency in scoring. The researcher noted the paradoxical nature of how voice criteria is delineated by teachers in that the criteria wrestles with audience, goals of the writer, self-expression, and attempts of the writer to use academic voice. The literature on voice also showed, as noted by Jeffery (2011), that voice has been tied to assessing student writing in state holistic assessments. Over half of the states in the U.S. have voice as a component in their rubrics that are tied to writing assessment and an accountability program, but not in multiple genres (Jeffery, 2009). For example, most states choose to assess voice in writing for student narratives, and only one state assesses for voice in expository writing.

New literacies and voice. Another area for future research involves the wealth of possibilities for identity construction made available through new technologies (Elbow, 2007; Stornaiuolo et al., 2009). Voice exists in this online identity construction in multiple forms. An author may present or construct a genuine self; a false self; multiple dimensions of self; and finally, some online authors use a formative approach, not feeling an identity until one is created through language (Elbow, 2007). Unlike 20th century discourse, social networking sites as well

as public blog and vlog sites, offer dynamic opportunities to write for audiences unknown to the composer.

Activating these new literacies to develop critical reading and academic writing in youth, Lawrence et al. (2009) created a three-week summer program and utilized the program for the context of a phenomenological study that paired multimodal communication and popular culture with reading and writing for academic purposes. Participants in the program included four full-time faculty and 12 African American and Hispanic high school students who were members of the Paterson Teachers for Tomorrow partnership, a program with a mission to recruit, prepare, and support new teachers who commit to returning to the district once they finish their teacher recertification and college education. Of the participants, only five of the 12 had a computer in their home.

Participants' artifacts created on the William Paterson University campus contributed to the research analysis. Document and content analyses were used to review student products and to chunk the data on comments, researcher lesson plans and reflective notes, and a cocreated rubric for the capstone project. Researchers gained insight into participants' learning experiences and activities through emergent themes. Likewise, faculties' participation and engagement in the program provided themes for analysis. One example of faculty involvement was the modeling of reading, writing, and technology strategies through minilessons, which addressed the basics of technology skills needed, the comprehension of visual texts, the methods for writing comics, and the steps for the research process. Students created four projects: a comic, a reader response project, a book critique, and a group research project that included an informational comic. The team of the summer program acknowledged that the teaching of technology requires teachers to be aware of the teaching and learning process so that they understand that students learn best

when the teacher organizes new information by activating prior knowledge and providing effective feedback. Some minilessons focused on voice, word choice, and tone encountered in text that they analyzed. Students also wrote short pieces for wordless comics by writing dialogues and captions to experiment with tone and voice while matching the visual aspects of the pictures (Lawrence et al., 2009). While the minilessons the faculty used for this program purported to focus on voice and tone, the cocreated rubric or discussion of the students' assessment regarding voice and the use of the rubric were not included in the article. The success of this study rests in the program's engagement of secondary students and advancement of their literacy skills using new literacies. Voice is an important component in the production of these digital texts, and how teachers elicit students' voice in this online environment needs to be coupled with mindfulness of the digital footprint that they guide students to create.

While research on teachers' perceptions of voice (Jeffery, 2011) enlightens our understanding of the ambiguity of voice in assessment criteria, Lawrence et al. (2009) informs the research on new literacies, student engagement, and voice in the context of informational text and academic writing within popular culture. To add to this knowledge base, a design experiment (Hull & Katz, 2006; Stornaiuolo et al., 2009) entitled Digital Underground Storytelling for Youth (DUSTY) focuses on narrative writing. Here, the researchers move a bit closer to another area for future research on voice that involves, among other things, writing for "strangers" (Elbow, 2007, p. 171). Jeffery (2011) also posits that with the increase in distal audiences, future research should focus on perceptions of voice and "intentionality enacted through web-based and multimodal media" (p. 118).

DUSTY, a nonprofit organization, was started in 2001, in an impoverished West Oakland community not far from the Silicon Valley. The aim of DUSTY, run as an afterschool program

for low-income youth, is to provide an alternative place, for students ages 6 and older, to learn multimedia skills. Volunteers, many from University of California, Berkley, and enrolled in an undergraduate Education class, often integrate traditional writing practices and multimedia technology through digital storytelling composition. Case studies that were pulled from an ethnographic research study housed at DUSTY are the basis for Hull and Katz's (2006) comparative case study. This research focused on two emerging authors, one a child (13) and one a young adult (in his 20's), for two and a half and three and a half years respectively. This longitudinal qualitative research reveals the impact that digital storytelling, coupled with participation in a supportive, community-based organization that provided mentorship, had on "giving voice to agentive selves" (Hull & Katz, 2006, p. 43). Data collected included field notes, story scripts, digital stories, interviews, history of work and schooling, and plans and hopes for the future. While the data sources differ for the two case studies, they align with the differentiated approach that DUSTY affords. Both participants displayed growth in their authorial stance, composed for multiple audiences, and wrestled with life challenges as they communicated their experiences through digital storytelling. The researchers emphasized that crossing the digital divide is an aim of DUSTY. Another aim of the program is to provide a learning space for meaningful composition in these digital environments, ones that touches on the narrative and involves the past, present, and future self (Hull & Katz, 2006). This research on digital storytelling and the observation that students experienced growth in authorial stance makes one wonder how audience played a role in the students' products. What effect did the researchers' presence have on the students? How did the students grow to be confident in their writing and composing? To what extent did the students' work become a performance with the audience being the researchers? Based on the results from the case studies, the effect of

purposeful composition with attention to voice and authorial stance led to student growth, engagement, and confidence in composing. The research also shows a powerful example of individual and sociocultural voice exhibited as one.

More recent research with DUSTY reflects new literacies and transactional writing that occurs in online environments with an afterschool international digital exchange program that links middle school students with students in India and South Africa (Stornaiuolo et al., 2009). As the work at DUSTY continues, the current researchers make a point that aligns with the need for research that investigates writing in a way that reflects everyday literacy contexts. They want to escape the narrow measures of high stakes testing and instead focus on the meaning of audience in student composition (Stornaiuolo et al., 2009). In their research approach, Stornaiuolo Hull and Nelson (2009) and Jeffrey (2011) differ, with the first focusing on composition and the latter examining assessment, but they concur with their attention to the voice in writing. After her research experience on teachers' perceptions on voice, Jeffery concluded that teachers often communicated a self-awareness of the difficulty they faced when trying to be clear in explaining their standards for voice when assessing for it in students' writing. Due to the nature of this phenomenon, she suggested that opportunities for teachers to delineate clearly their standards for voice could bring about a powerful tool for teacher education (Jeffery, 2011). As evident with Jeffery's (2011) research, in holistic evaluations of students' writing, voice often falls under the umbrella of style (Sperling & Appleman, 2011, p. 70). However, other evaluation rubrics, such as *6 + 1 Traits of Writing* (Culham, 2003) clearly state voice as a distinct writing component.

Voice and genre. While Atwell's (1987) point on good writing instruction touches on the narrative and perhaps expository forms of writing, Beck's (2006) qualitative research examines

the classroom practices of a ninth-grade English teacher and his writing instruction in regards to the literary analysis essay with seven volunteer student-participants. This research study was chosen because voice and agency were noted in the teacher's interview as goals for the writing instruction, but these two components were not witnessed in the instructional checklists that the teacher used to guide student writing. The fact that voice and agency is coupled with the literary analysis essay also raises the question of how voice relates to genre, which in turn depends on audience. The school in which the study took place was chosen because their writing scores were significantly higher than surrounding district schools, but scores were weak when compared with state averages. The main goal of the study sought to provide empirical research on "the distinction between knowledge and belief with respect to the teaching and learning of writing" (Beck, 2006, p. 442). The researcher chose the teacher based on reputable selection, and based on the recommendation of the teacher by the school's literacy coach. The teacher had seven years of teaching experience and had the reputation of being an excellent teacher of writing, particularly academic writing. Since the focus of this research was tied to understanding how students aligned their writing to the teacher's standards, at the end of the school year, the teacher was asked to give a holistic, general descriptor of the students' writing abilities and grades for each assignment.

Of the seven student participants, the researcher interviewed five students, 4 times each, in regards to their understanding of the criteria for a literary analysis essay. The researcher interviewed the other two participants before and after in order to gain insight into how her presence in the classroom affected the students. For the first interview on criteria for the genre of literary analysis, the researcher asked students to use the criteria to rank order a group of student papers based on their understanding of what made a strong or weak literary analysis.

Used as baseline data, this interview was held before the teacher had shared his criteria for the literary analysis essay. Results of the study revealed that while the teacher graded holistically, the components of his criteria rested heavily upon one another. Also, voice and agency, in regards to broad goals of writing instruction, were noted in the interview with the teacher but were not explicit in the class checklists. Results also revealed that students needed to merge their criteria for literary analysis with the teachers' criteria. To complicate matters more, the teachers' criteria needed to consider the states' expectations as well as the schools' agreed upon writing rubric. The criteria for the state, the school, and the teacher differed. Finally, success for students rested on whether their criteria for literary analysis aligned with the teacher's criteria. In order to score well, the students needed to see beyond the explicit criteria on the writing checklist and grasp the broader goals of the teacher's expectation of writing. Results revealed that success rested more on what students implicitly understood and assumed rather than what the teacher explicitly taught regarding writing the literary analysis. While this study deeply examined the subjectivity in evaluating student writing and the teacher's expectations, the study involved a small sample which makes generalization difficult. Beck's (2006) study, in respect to the research question of how teachers use new literacies to teach voice to struggling writers, reflects the need for clarity in communication of broad goals of writing instruction that teachers' hold, one being voice.

Conclusion

For the last century, comparative studies have investigated the use of digital technology and instruction versus traditional methods of teaching without the technology (Goldenberg, Meade, Midouhas, & Cooperman, 2011; Graham, & Perin, 2007). For the majority of teachers, the question is no longer *if* they will use new literacies in the classroom, but *how*. Perhaps a

teacher will choose to incorporate practices of new literacies by beginning with a course wiki, experimenting with blogging, or encouraging peer response and teacher response with Google documents. Forward movement in research needs to focus on the educational affordances (Beach, 2012) that new literacies enable in the writing classroom. Our students use technology, our culture has, for the most part, adopted writing in digital environments, but a close examination of how new literacies are employed is needed. Also, in considering writing instruction and new literacies, audience and purpose (which voice encompasses) is a critical focus, because audience increases with new literacies. Teachers of writing have the responsibility of helping students understand:

1. What is my purpose in writing this piece?
2. Who is my audience?
3. Based on my purpose, and what I know about my audience, what voice will I use as I write?

Struggling writers are among the students in secondary English language arts classrooms. How do teachers use the premises of new literacies to help develop the voice of struggling writers?

This review of the literature explored research on writing instruction in relation to new literacies, struggling writers, and voice. The methodology section that follows outlines the research to investigate the questions: How does one secondary English language arts teacher use new literacies to teach voice to struggling writers? What are participants' perceptions of these instructional choices?

Chapter 3

Methods

This chapter begins with the main findings from the literature and leads to the description of methods for research. The purpose, specifically, is to contextualize the research questions in the research design and describe the site, researcher's role, data collection and analysis procedures, trustworthiness measures, and possible limitations of the study. I chose a qualitative single-case study with a formative, low-level intervention (Reinking & Bradely, 2008) prior to the case study, in order to examine how one public school, ninth-grade English teacher used new literacies to develop voice in students' writing and participants' perception of these instructional choices.

A review of the literature on writing instruction related to new literacies, struggling writers, and voice revealed four needs. First, a gap exists in the research at the intersection of writing instruction, new literacies, voice, and struggling writers (Jeffery, 2011; Pew, 2013; Sperling & Appleman, 2011). Second, the intervention of a wiki, deemed through research as supportive in helping teachers develop students' online competencies for becoming innovative in a networked age, is used with students less than 1% of the time in public education for its intended collaborative purpose (Reich, Murnane, & Willet, 2012). Third, over half of the state writing assessments include voice on the scoring rubric (Jeffery, 2009), the Common Core State Standards (NGA & CCSSO, 2010) encourage voice through attention to audience and purpose, and classroom teachers actively teach and discuss voice in writing instruction (Culham, 2003, 2006, 2014; Elbow, 2007; Jeffery, 2011; Purcell et al., 2013). Still, little research focuses on voice and writing instruction with adolescents. Finally, research focused on the affordances of technology in the classroom is needed (Beach, 2012; Reich, Murnane, & Willett, 2012).

Research Questions and Goals

In order to address the needs found in the literature review, I designed this research to answer the following questions:

1. How does one secondary language arts teacher use new literacies to teach voice to struggling writers?
2. What are participants' perceptions of these instructional choices?

My intent for this research was to collect rich data in one ninth-grade English classroom, with the data collection focused on new literacies and voice in writing instruction, and to analyze the perceptions of the teacher and students.

Creswell (2005) purports that qualitative research is used to study problems of which little is known and of which require a detailed understanding of a central phenomenon (p. 45), and this case study relied on describing, understanding, and explaining to examine a phenomenon of interest and context, neither of which are clearly understood (Yin, 2009). In this case, the phenomenon of interest was how a teacher used new literacies in her instruction to teach voice in writing within a ninth grade language arts classroom.

Research Design

Maxwell (2008) explains that a purpose of qualitative research is to explain and understand participants' processes through the reflexive analysis of rich data in a natural setting, and therein is the basis of this research design. The purpose of this study was to understand how one secondary English teacher incorporated new literacies into her existing unit where students wrote a persuasive paper based on a current topic under debate in legislature. Learning goals of the unit involved persuasion and voice in writing when considering audience. I also hoped to understand participants' perceptions of the instruction. Qualitative research in the form of a

single case study best fit this research, because the method allowed for interpretation as part of the material practice of processing observations, field notes, document analysis, and interviews. According to Creswell (2005), qualitative research is used to study problems of which little is known and of which require a detailed understanding of a central phenomenon (p. 45). This case study allowed me to describe, understand, and explain to examine a phenomenon of interest and context, of which both are, not clearly understood (Yin, 2009). In this case, the phenomenon of interest was how a teacher used new literacies in her instruction to teach voice in writing within a ninth-grade language arts classroom.

Site Selection

Using purposive sampling (Patton, 1990) to identify both the site and the teacher, I chose Botkin County Public Schools (pseudonym) for its technology policy. A “Bring Your Own Device” (BYOD) policy had been in place since 2011, while other state schools were in piloting phases of BYOD. Upon closer analysis of these policies, I learned that there is a significant difference in policy development that protects the student and the school and delineates personal device use (see Appendix A). Considering I sought to study the use of new literacies, freedom to access online environments in multiple venues, but in a controlled and protective manner, enriched the study’s operation. For example, Botkin County Public Schools’ written policy allowed for monitoring students’ online activity on student-owned devices: “Middle or high school students who connect to the Internet shall use the school’s WiFi system, not through the device’s 3G or 4G capabilities.” The new motto for the school division also conveyed an attention to technology, “Always Connected, 100% Charged.” In addition, each high school had multipurpose computer labs that were open to students Monday through Thursdays until 5:30 p.m., and 4,500 computers were distributed throughout each school and classroom, county wide.

Rockwater High School (pseudonym), a small suburban high school (NCES, 2011), is located in the southeastern part of the United States. The school housed Grades 9 through 12, and one middle school served as the sole feeder school. The high school students operated on a block schedule, with three even/odd, 94 minute blocks taught on alternating days, and a 50-minute fifth period, taught daily. The student population was 1,088 with approximately 64 teachers and a teacher to student ratio of 17:1. Of the students enrolled, 223, or about 20% of the students, qualified for free and reduced lunch (NCES, 2011).

Participants

Description of the teacher. Once I decided that Botkin County Public Schools and specifically, Rockwater High School, would be a viable site to propose for this study, I knew that Ms. Wampler would be a good fit for three reasons: (a) I had known her professionally since 1993, and trust was established; (b) She expressed, during participation in the writing academy that I codirected, how behind she felt with technology, and (c) Fear with technology use is real, and I believed established, professional trust with Ms. Wampler would ultimately serve to create a symbiotic, working relationship, benefitting her classroom instruction and the aims of this study.

Our history is extensive, one that is bound by professional trust that is only built over time. I first met Ms. Wampler in 1993, when I began my career as an English teacher at Green Valley High School (pseudonym), which was one of the four high schools within Botkin County. We taught in the same English department for six and a half years, and following a move to a newly constructed high school, our rooms were side by side for the last several years. Professionally, we parted ways in 1999 when I left the classroom the day before my first child was born. Two years later, Ms. Wampler also left the classroom to attend to family needs. While

my life change initially moved me out of the high school language arts classroom, I soon entered the adjunct world, serving in the education departments at two liberal arts colleges. In 2011, we were reunited when I recruited her to participate in the first year of the two-week writing academy for teachers that I codirect at one of the local liberal arts colleges. After 10 years away from the profession, she decided to begin interviewing for a teaching position, and she needed recertification points for licensure renewal. The writing academy satisfied some of her licensure needs, and since it was a pilot year, the academy was offered free of charge. During that same summer she attended the writing academy, Ms. Wampler secured employment at Rockwater High School. During the last several years, I learned of her unit on persuasion that she talked about passionately and involved instruction aimed directly at voice and audience.

Based on the information gathered from other school divisions and informal discussions with teachers, the classroom selected showed promise for a low-level intervention, with the teacher remaining the primary instructor and me a participant observer. Padgett (2008) warns that the “unwary qualitative researcher may veer too far in either direction—overly familiar or estranged—and thus lose her effectiveness” (p. 184). The professional relationship that was established provided the trust needed to strengthen the study, and so estrangement was not a concern. We taught together in the past, she had a positive experience a couple years ago at the writing academy, and last year I recommended a text to her that she adopted and the county purchased as a class set for whole class instruction. Since her return to the classroom, Mrs. Wampler had established herself, as she had previously, as a classroom teacher committed to good instruction and respected by the students, the department, and the administration. Yet, our professional distance over the last 14 years kept us from being overly familiar. I had been consumed with doctoral studies and family life, and our communication, while positive when it

happened, had been minimal. Additionally, the site selection was ideal because the “pedagogical goal of interest” (Reinking & Bradley, 2008, p. 59) had not yet been achieved, and because the site, while not unproblematic, did not appear to be problematic enough to be a detriment to the study (Reinking & Bradley, 2008). “The pedagogical goal of interest” in this case was the incorporation of new literacies with voice and writing instruction.

Mrs. Wampler, a 45-year-old White female, taught part time, teaching for a full school day every other day. Teaching as a single, young professional, as she began her career, was quite different than her lifestyle at the time of the study, which involved teaching with a husband and three children. Easing into the life of grading papers and planning lessons by working part-time seemed the most beneficial for her family’s quality of life.

Genesis of new literacies experience. I initiated the steps to contact Mrs. Wampler as outlined by the Virginia Tech’s IRB process and the policy of the school division. Beginning in August, I e-mailed the assistant superintendent and copied the principal (see Appendix B) to communicate my interest in conducting dissertation research in Mrs. Wampler’s classroom. This e-mail led to a brief phone conversation with the assistant superintendent and he told me to submit the university IRB to the school division once it was prepared. Once received by the school division, a committee formed to review the document, and intent to do research was confirmed with two formal request letters, one to the school division (see Appendix C) and one to the principal (see Appendix D). A confirmation letter from the school division (see Appendix E) followed. After I sent a formal invitation to Mrs. Wampler to participate in the research (see Appendix F), she contacted her principal and the assistant superintendent to assure them of her interest and replied to my e-mail enthusiastically (see Appendix G). In a phone conversation on

the day of the school division's approval, we set the date for our first of three semi-structured planning meetings.

Description of students. My rationale for choosing students who are performing lower than their classroom peers was tied to research that indicates that struggling writers who use technology tend to show an increase in their writing performance when the technology is introduced, while higher performing writers show no significant difference by introducing the technology with their writing. This study was not examining the effect the technology had on student writing; I was interested in these struggling writers' perception of the instruction. Attitude toward instruction and adolescent learning has a direct correlation. Based on empirical research (e.g., Jones, 2009; McKenna, Conradi, Lawrence, Jang, & Meyer, 2012), attitudinal factors affect reading, and the relationship with the teacher contributes to students' attitude toward reading. Likewise, attitude toward writing and instruction is worthy of noting.

Contextual Understandings

I aimed to ensure care was taken to carry a melioristic disposition, and to begin this relationship, Ms. Wampler and I spoke via phone to discuss the purpose of this research. As a result of our conversation, we established three ground rules for moving forward:

1. Agreement to use a course wiki to mediate writing and new literacies in her unit.
2. Agreement to meet several times outside of class to develop the course wiki
3. Agreement that Ms. Wampler's role would be as primary instructor, and my role would be as an observer, answering questions that she may have (if learning was being impeded), but not answering students' questions.

Since the teacher shared that she did not use new literacies in her instruction, a low-level intervention that involved me working one-on-one with the teacher to facilitate new literacies

inclusion in the form of a course wiki was necessary. This inclusion of the course wiki into her existing unit allowed for the descriptive analysis of how she initiated new literacies to teach voice with persuasive writing and how participants perceived this instruction. Three semistructured meetings, guided by agendas (see Appendix H), covered wiki orientation, wiki usage, and wiki creation.

Data Collection

Data collection began January 16, 2014 and ended March 6, 2014. In the first phase of the research, I worked only with the teacher during planning meetings. The second phase of the research took place in the classroom. At this point, I positioned myself as an observer, with the teacher remaining the primary instructor; however, I agreed to provide technical support as it pertained to her ability to carry out the intervention. My role in the classroom was to observe and provide technical support to the teacher, only when needed. I made our roles clear during the planning meetings in the first phase of the research. The data collected included: classroom observations, formal and informal interviews with the teacher and four selected students, motivation inventories from the teacher and participating students (one chose to opt out of the study), documents in the form of the teacher's and my reflective log, school documents (e.g., writing scores), seating charts, students' writing folders, and electronic data (e.g., e-mails, wiki documents). In order to guide this data collection, tables were created to align data sources with the research questions (see Table 1).

Table 1

Overview of Research Questions and Data Collection

Research Questions	Data Sources
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How does one secondary language arts teacher initiate new literacies to teach voice to struggling writers?	Classroom Observations Formal and informal interviews (teacher & students) Lesson plans Wiki documents Teacher's reflective log Researcher's reflective log
What are participants' perceptions of these instructional choices?	Classroom observations Formal and informal interviews Motivation inventory (teacher & students) Students' written reflections

To address Research Question 1: How does one secondary language arts teacher use new literacies to teach voice during writing instruction?, I created a data collection schedule (see Table 2) that began with lesson plans, a semi-structured interview with the teacher, and notes from our three planning meetings.

Table 2

Data Collection Schedule

Events	Observations	Interviews	Documents
3 Planning meetings		teacher interview	Meeting notes reflective logs
Visit 1	1		Motivation inventory & writing inventory
Inventories completed by students			
Visit 2	2		
Visit 3	3	Student interview	Course wiki
Visit 4	4	Student interview	
Visit 5	5	Student interview	Course wiki

Visit 6	6		
Visit 7	7	Student & teacher interview	Course wiki
Visit 8	8		
Visit 9	9		Course wiki
Visit 10	10	Teacher interview using motivation interview questions	Student reflective letters
		Follow up interview with four students previously interviewed	Motivation inventory

During the planning meetings, which were all audio recorded, transcribed, and coded inductively, I shared resources on new literacies and writing instruction so that Mrs. Wampler could consider ways she may wish to use the tools in coordination with her existing unit. We also began the construction of her course wiki and set goals for embedding the practices of new literacies into her unit on persuasion. Since these meetings set the stage for answering the research questions, but did not do so directly, I provided the teacher a template for a reflective log (see Appendix I) that she attended to weekly, beginning with first planning meeting. Other data that further informed the first research question included: classroom observations that were coded thematically, and the analysis of the teacher's use of the course wiki.

In order to investigate Research Question 2 (What are participants' perceptions of these instructional choices that include new literacies?), I observed class sessions, interviewed the teacher and four selected students, and collected student inventories. After the second planning meeting with the teacher, I visited the class for the first time in order to meet the students and

give two inventories. The first was a writing inventory (see Appendix J), that I created The second was a motivation inventory (see Appendix K).

I administered the writing inventory to get to know the students in the class, and the focus of the inventory was on when, why, and how they write. Specifically, this inventory informed the teacher and me about what motivated these students to write, tools they used when writing, and their intended audience from past written works that were meaningful to them. The inventory inquired how much time they spent online and if they had used or had knowledge about a wiki. The motivation inventory (Jones & Wilkins, 2013) was given to students twice: before new literacies were used with writing instruction and following the 10 classroom visits. The purpose for giving the motivation inventory before new literacies were introduced into the writing instruction was to learn descriptive information about the students, to aid in selecting the four students to interview, and to understand what motivated students in regards to writing instruction. The purpose of giving the inventory following the introduction of new literacies within the unit of instruction was to answer research question two, which related to students' and the teacher's perceptions. The motivation inventory given to students before the unit began was based on a similar inventory validated by Jones and Wilkins (2013) and included questions specific to writing instruction. Following the persuasive unit that incorporates new literacies, the inventory was modified slightly to include questions specific to writing instruction with new literacies (see Appendix L). I gained insight into students' and teacher perceptions in regards to writing instruction preferences by calculating the mean for both inventories and examining how the inventory prior to the study and the inventory following the study compared with one another; these two findings are reported in Chapter 4.

The motivation inventory was based on the MUSIC Model of Academic Motivation Inventory (MMAMI) (see Appendix K) developed by Dr. Brett Jones (Jones & Skaggs, 2012; Jones & Wilkins, 2013), and measures five constructs related to the five primary components of the MUSIC Model of Academic Motivation (Jones, 2009). The components in the MUSIC model are derived from research and theory as ones that are critical to student engagement in academic settings, including: *emp*owerment, *u*sefulness, *s*uccess, *i*nterest, and *c*aring. The name of the model, MUSIC, is an acronym based on the second letter of “empowerment” and the first letter of the other four components. The exit interview for the teacher included motivation questions about each one of the MUSIC components, similar to what has been used previously by researchers (Evans, Jones, & Akalin, 2012; Jones, Epler, Mokri, Bryant, & Parette, 2012; see Appendix M).

I completed 10 formal classroom observations and conducted four semistructured interviews with students selected using a purposive sampling strategy (Levy & Lemeshow, 2008) based on the following criteria: one high and one average performing writer and two struggling writers who exhibited among the lowest writing ability in the class based first on student perceptions in regards to writing instruction using results of the writing MMAMI and second on eighth-grade statewide writing assessments. As a final determiner, I considered the teacher’s recommendation based on her experience in working with the students on writing during the first semester of the school year and contents of samples from their writing folder.

To keep a record of responses to new literacies practices, the weekly reflective journal that the teacher used was kept in a shared, private Google folder that was available to the teacher and me. Initial data collection began with the planning meetings and weekly reflective logs. To

organize daily use of the practices of new literacies, I kept a succinct log to record lesson activity.

Data Analysis

Denzin and Lincoln (2005) purport that qualitative researchers should employ “interpretive and material practices that make the world visible” (p. 3). Interpretation took the form of coding and categorizing codes from the meetings, interview transcriptions and field notes as patterns emerged during data analysis. In order to make sense of the qualitative data that I collected, I used an inductive, “bottom-up,” (Creswell, 2005, p. 231) approach, as illustrated in Figure 2, to generate empirical assertions through reading and rereading the data. I collected, prepared, transcribed, and coded the data using MAX QDA II, a qualitative research coding program, for tracking and organizing the codes and creating graphs.

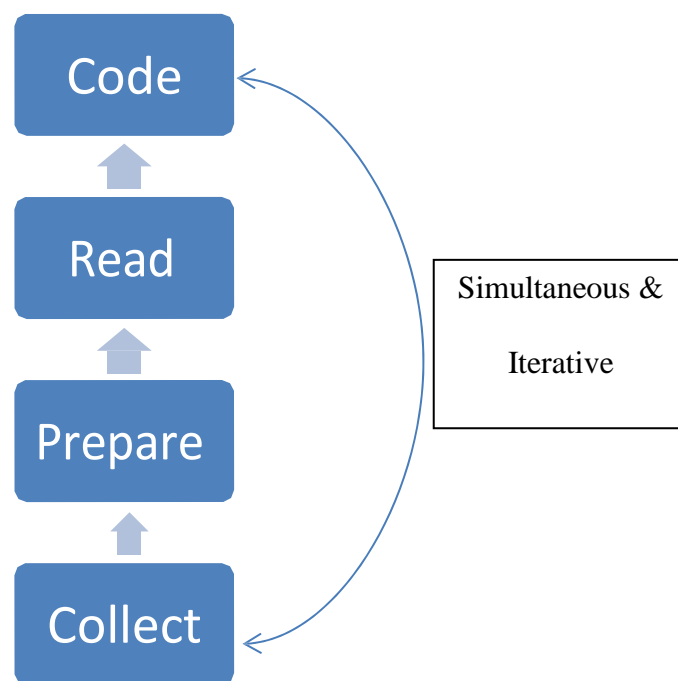


Figure 2. Iterative data analysis using First and Second Cycle coding (Creswell, 2005; Miles, Huberman, & Saldaña, 2014).

To inform my research regarding specific constructs that have been identified and researched in educational psychology, I analyzed the data collected for my second question (What are participants' perceptions of this instruction?) by relying on guidelines from the designer of the MMAMI (Jones, 2009) who helped me refine the inventory for writing instruction. I analyzed the data by computing an average score for each of the MUSIC components (i.e., eMpowerment, usefulness, success, interest, caring). I also analyzed the students' and the teacher's transcripts from the MUSIC Model of Academic Motivation interviews (see Appendix M & N) which were organized by the MUSIC components; then, I compared the students' and teachers' perceptions. To understand students' perceptions on writing instruction prior to the introduction of new literacies with writing instruction, I compared the computed mean scores from the students' motivation writing inventory that was given prior to the study and the motivation new literacies inventory given at the end of the study. To ensure trustworthiness, I worked with the designer of the instrument to revise the inventory for perceptions on writing instruction, and I relied on individual reviews with four ninth-graders, two males and two females, in order to conduct a "judgmental review of the items" (Duke & Mallett, 2011, p. 252) prior to conducting the survey. The four ninth-grade students who reviewed the items were not affiliated with the study, and based on their feedback; no changes were made to the inventory.

In light of Duke and Mallett's (2011) suggestions for consideration when creating "affective literacy instruments" (p. 249-250), the writing inventory that I created was designed to learn about the students' writing tendencies prior to conducting the research, and was assessed by individual reviews with four ninth-grade students, two males and two females. The students were not affiliated with the study, and adjustments in vocabulary, spacing, and style were made

to the writing inventory based upon their feedback. Responses from the students' writing inventory were transcribed and embedded into the iterative analysis process. To communicate the interpretations generated from the data, I supported the interpretations with quotations, vignettes, and descriptive scenes from experience in the field.

Trustworthiness

Qualitative research relies on addressing the criterion of truth value, applicability, consistency, and neutrality with a strategy approach of credibility, transferability, dependability, and confirmability (Guba, 1981). Readers of this study need to be able to trust that strategies were enacted within the phases of the research design, data collection, and analysis. To plan specific uses of these strategies that Krefting (1991) supports with specific criteria, I outlined my attendance to each of these areas separately and set forth a plan to confirm as trustworthy a case study as possible.

Credibility. "Truth" in qualitative findings is determined by the reader (Miles et al., 2014). Therefore, it is imperative that my assertions ring true and seem plausible to the reader. Krefting (1991) delineates strategies to strengthen truth value, or credibility, of qualitative work. From these recommendations, I used descriptive data from prolonged and varied field experience and quotations from participant interviews so that readers will understand how findings were rendered. I also employed reflexivity via a field journal, member checking with the teacher, and peer examination to further ensure credibility.

Transferability. While there are unique elements of this case study, I think there are also many teachers who are currently feeling the pressure of incorporating 21st century writing skills into their language arts classroom, but could use additional support in the process. This study's findings may explicate some of the barriers to incorporating new literacies into the classroom

and it may also reveal how a teacher helped students understand the importance of voice and audience in persuasive writing using digital tools. Similarly, the relayed perceptions of the participants' on the topic of pedagogical choices with teaching writing may be of interest to fellow language arts teachers and administrators. I attended to transferability through a dense description of the research.

Dependability. Care was taken to address the issues of quality and integrity with respect to the methods and processes of this study, which is the précis of dependability and qualitative research. Attention to this was shown, again, through dense description, but also through a focus on research methods, peer examination, and coding and recoding using the First and Second Cycle coding system (Saldaña, 2013).

Confirmability. Reflexivity and peer examination of my research process was my best guard against the “unacknowledged researcher biases” (Miles et al., 2014, p. 311-312), and the best advocate for neutrality. A field journal that includes three key elements: (a) logistics/daily schedule, (b) methods decisions, (c) journal-like reflections (e.g., thoughts, ideas, hypotheses, questions, problems) as outlined by Lincoln and Guba (1985) for tracking the line of research was critical. This field journal assisted the peer examination of the research process. Peer examination was managed by a fellow graduate student in the same content area who had successfully completed qualitative research courses.

Researcher's Role

Qualitative researchers acknowledge that the researcher is an instrument and that, while the researcher strives to be diligent in conveying the experiences and the context of the participants, the life experiences of the researcher influence the research (Kvale, 1996; Seidman, 2005). My life experience shaped the study. Considering new literacies and writing instruction, I

positioned myself in regard to this phenomenon by sharing I was a middle class, 43-year-old White female at the time of this project. I taught high school English and Photojournalism for seven years, followed by 13 years of adjunct instruction in an English and Education department at two local liberal arts schools. These experiences, coupled with the fact that I was a mother of two teenagers, one of whom was a ninth grader, gave me a keen lens to critically evaluate the authenticity of response, as opposed to the response altered due to the audience (Seidman, 2005).

These experiences served to benefit this study. First, this background knowledge served to provide context to the research. Second, an element of fear tends to be associated with technology use and the learning curve that accompanies its initiation, and I had established a trust that mitigated some of this fear. Also, this trust allowed for open talk about the vulnerability that comes with using new literacies. Third, teachers tend to be reluctant to become involved in anything that takes away from their grading and classroom preparation time, and with high stakes testing and teacher evaluation, a teacher who showed interest in learning more about new literacies and its possible role in the classroom was a teacher who strived to be the best possible teacher for the students and who trusted the researcher. I also recognized that these familiarity factors could potentially threaten my ability to be objective, therefore I was mindful of and disciplined in my practice of qualitative research strategies such as credibility, transferability, dependability, and conformability to protect the quality of the study and secure trustworthiness (Krefting, 1991.) I also acknowledged that while I embraced the challenge of increasing my digital literacy capacity in teaching, and I valued the importance of helping students understand the role of voice and audience in writing instruction, the teacher with whom I worked with and the students with whom I interacted placed a different value on these areas of study.

Conclusion

In this chapter, I outlined how I addressed my two research questions regarding how a secondary English language arts teacher used new literacies to teach voice to struggling writers and participants' perceptions of that instruction. I also described the site, participants, and methodology. The next chapters will present findings and discussions from the research.

Chapter 4

Findings

Purpose and Research Questions

The purpose of this qualitative case study in one secondary ninth-grade English class was to investigate how a teacher uses new literacies to teach voice in writing and to understand participants' perceptions about this method of instruction and participation in learning. In this chapter, I provide the genesis of the research, followed by an overview of the participants, outcomes from initial planning meetings, and finally findings are presented in alignment with the research questions:

1. How does one secondary language arts teacher use new literacies to teach voice to struggling writers?
2. What are participants' perceptions of these instructional choices?

The findings presented in this chapter cover the class as a whole, but I also specify findings with respect to four struggling writers in the class of 14.

Summary of Findings

Major findings for RQ 1 include how the teacher extended the students' audience with a wiki within her persuasion unit, which included a focus on voice in writing. This extension of audience aligned with the new literacies (Lankshear & Knobel, 2011) description of *sharing*. In the context of this study, *sharing* included writing that engaged communication between wiki members. Mrs. Wampler focused on a high interest topic and created a writing prompt for students that was relevant to current events and inclusive of purposeful writing. The students shared their essays well beyond the teacher, to fellow classmates, and state representatives. Mrs. Wampler planned beginning wiki activities to scaffold instruction for the students and to help her

feel comfortable leading the class. She also supported students in success with guided, collaborative activities that built evidence for their persuasive essays *before* the students shared writing on the class wiki. A handout to guide the writing (see Appendix M) resulted in papers on the wiki that read much the same. The five paragraph essay format that Mrs. Wampler used taught students to successfully include the components expected in a persuasive essay, and it helped students with organization, but voice seemed to be controlled by the curriculum constraints.

Major findings from RQ 2 include participants' perceptions of the instructional choices. Mrs. Wampler liked how students could share feedback with one another, but she did not like providing feedback to the students in that space. Once wiki sharing took place, providing feedback to students' writing on the wiki frustrated her. Participants' perceptions of motivation and learning, using the motivation inventory, showed that students "agreed" Mrs. Wampler supported them in being successful during the unit of study and that she cared about their well-being as a person and as a student in the course. Overall, students "somewhat disagreed" that they felt *eMpowered* in the unit, were *interested* in the persuasive unit, and that the information taught was *useful*.

Role and Responsibility Delineation

Mrs. Wampler expressed both enthusiasm and reservations with technology use in the classroom. Prior to the first meeting, I e-mailed an agenda (see Appendix H) and a formal consent form that outlined the expectations for research and both of our roles for this study. As planned, the research design kept Mrs. Wampler as the primary instructor. I refrained from participating in instruction and assisting students. However, I did help Mrs. Wampler if students'

learning was being impeded due to technology questions. Her agreement to participate in the research included the following:

- *Three, two-hour planning meetings* which were audio-recorded. Planning Meeting 1 included an initial interview and an orientation to wiki usage, and supporting documents to guide instruction. Planning Meeting 2 consisted of wiki planning, where we discussed how she would like to incorporate the wiki into her persuasive unit. Planning Meeting 3 consisted of creating her course wiki.
- *Time from class*, where I would give students two inventories, to learn about them as learners and writers.
- Thinking time between meetings to envision the use of the wiki with her existing unit on persuasion.
- A weekly reflective log to explore triumphs, problems planning ideas, solutions, and overall reactions to the use of new literacies to teach writing.
- A 60-minute interview on Visit 7.
- A 60-minute interview and inventory on Visit 10.

The description in this chapter captures the findings of the two planning meetings, 10 classes where the teacher used new literacies to teach voice in writing, and participants' perceptions in regards to the use of new literacies to teach voice to struggling writers.

Outcome of New Literacies Planning

I organized the three planning meetings with the teacher by creating three agendas (see Appendix H) each of which lasted approximately two hours each. During the first planning meeting, I interviewed the teacher in an effort to discover her experience with new literacies, hear her learning goals for the persuasive unit, confirm her interest in embedding a wiki into the

unit, decide what other technology she was interested in using, make decisions for enactment of unit activities, and enshrine these goals in rubrics that the teacher used to communicate her expectations to the students. During the meetings she decided to:

1. Use Google Documents embedded in the course wiki.
2. Create rubrics to communicate goals of instruction with students
3. Have students use Google Documents embedded in the course wiki for students to write their persuasive essay to be shared with Senator Obenshain and Delegate Wilt
4. Build into the class practice a regular article analysis with close reading using the wiki project feature

Overview of Participants and Students' Literacy Use

This small class of 14 students was heterogeneously grouped and comprised of students of varying writing abilities. The state assessments from eighth grade show their writing performance in an “on demand” setting, with 71% of the students passing (see Table 3).

Table 3

Grade 8 State Writing Scores for Students in Mrs. Wampler's class

Performance Level	Males	Females
Pass/Advanced	1	2
Pass/Proficient	7	0
Fail	2	2
Total	10	4

Note. Performance level descriptors are based on these score: Pass/Advanced = 500-600; Pass/Proficient = 400-499; Fail = 399 or below.

On Visit 1 to the classroom, I distributed a 17-item questionnaire entitled “Writing Inventory,” (see Appendix J) that I created in an effort to learn more about the students’ writing and literacy

practices, both in and out of school. The 17-item questionnaire consisted of 12 open-ended questions about general topics of interest, educational writing experiences, and reading and writing preferences. Five of the questions provided answers from which to circle and room for further explanation; these questions centered on technology use.

The time the ninth graders spent actively online varied; they reported an average of about three and a half hours a day. Most of their writing utilized social media; specifically they used images and words to discuss sports and day-to-day happenings with friends using Snapchat (an application for messaging with photos), texting, Twitter, and Facebook. They gauged their audiences' response using "favorites" on Twitter or "likes" on Facebook. One male student showed his pride in gaining positive responses when he wrote, "I got 10+ favorites on a tweet about the Grammy's last night" (Student writing inventory, Visit 1).

In the area of technology (see Figure 3), the inventories revealed that approximately 79% of the students had created web pages; 50% had used Google documents, written a blog post, and commented on other people's blogs; and about 93% reported they had used presentation

software.

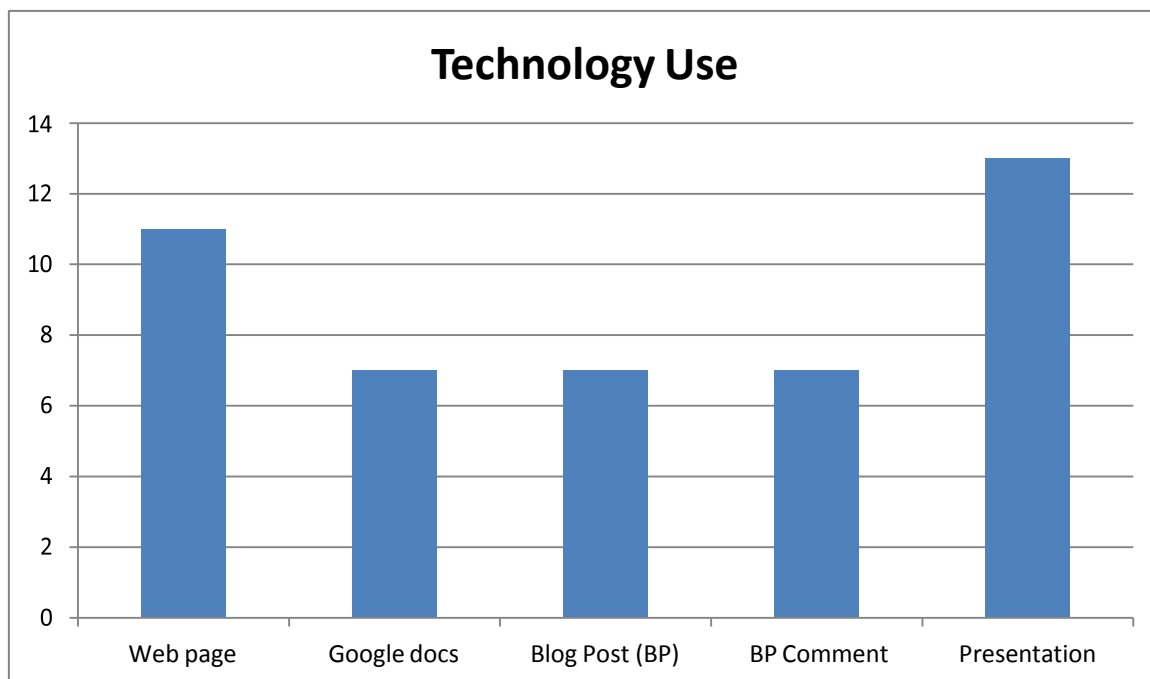


Figure 3. Chart showing technology use of ninth grade students who participated in the study.

Five of the 14 students knew what a wiki was and claimed to have utilized the tool, but when asked to state the purpose of the wiki they had previously used, it was clear from the responses that one had used a wiki for research on Dubai and one understood the concept of a wiki, but did not answer the question on specific use. Only six of the 14 students responded to the question

asking them to describe a wiki in their own words as best as they could (see Figure 4).

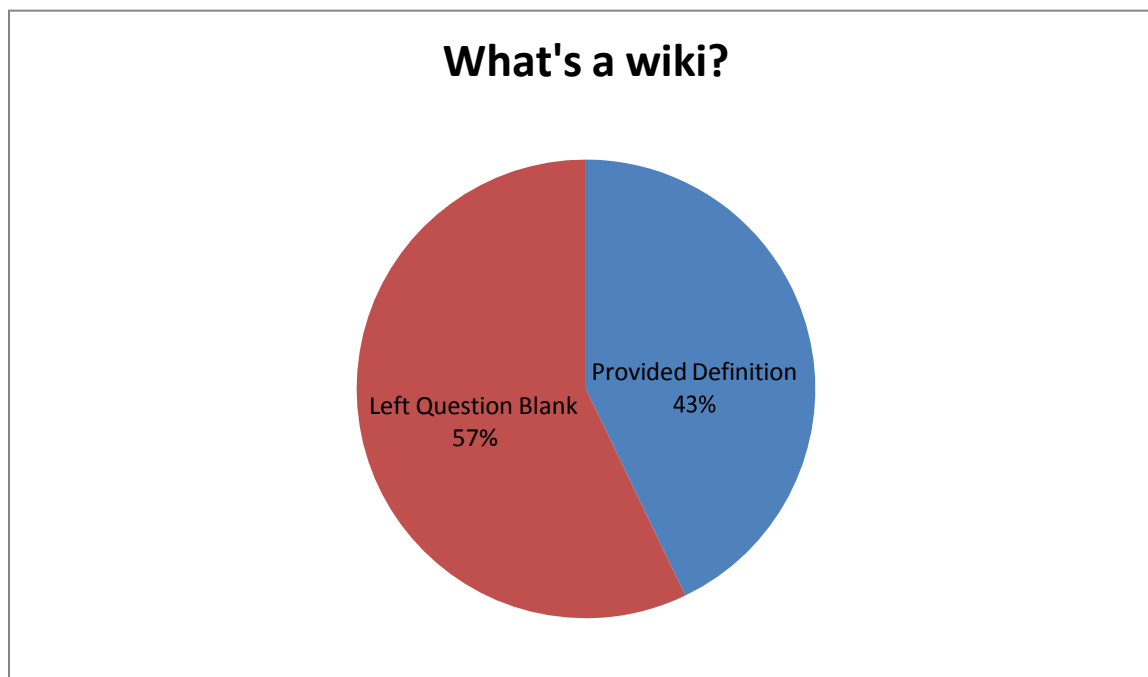


Figure 4. Percentage of students who demonstrated understanding of a wiki on inventory.

The six students who responded described a wiki like this:

- it's a website people go on to find information
- it is where people can go and writer there [sic] own stuff but can be changed by others
- online database
- a site of collective info
- helps you with writing skills
- a source of information on a topic (writing inventories, Visit 1)

Findings from this initial writing inventory revealed that few students understood the concept of a wiki, and several had consumed information from a wiki. While a wiki provides a collaborative space for both consumers and producers, none of the students had produced information on a wiki.

The Teacher's Experiences with Literacy Use

While some of the students in the class had a general idea of a wiki's purpose, Mrs. Wampler also knew the gist of a wiki and had heard of it used in education. When we first began

this research project, she had consumed information from Wikipedia, but she had not produced anything using a wiki. Our initial interview during our first planning meeting revealed that she acts as both a consumer and producer of information in the digital realm; she follows cooking blogs and occasionally reads on her Kindle Fire, although she prefers bound books when reading. Beyond the Kindle Fire, she has a Macintosh computer and laptop as well as a school-owned iPad. In the area of production, Mrs. Wampler enjoys reflective writing, especially involving family memoirs and journaling about the weather and gardening. She occasionally composes a story using Microsoft Word. The summer prior to this research, she created her first blog, using Google's "Blogger" to capture their family's 15 day trip across the country with over 20 pictures interspersed with text. Uploading pictures from the family's digital Cannon and children's "power shot" digital cameras and iPods was a comfortable process, and she had created a scrapbook using iPhoto.

Teacher's feelings about new literacies and writing. Mrs. Wampler actively uses technology to foster family life, but she does not like Facebook and the "digitalk" that comes into play in social media environments and through texting:

I don't like the short hand in texting. Why can't you just write it out? If you're in that much of a hurry why don't you call it and say it? It'll be faster if you call them. Because some of that texting short hand becomes their way of writing and it comes across in formal writing. There's a time and a place and sometimes it's hard for kids that age to understand where the lines are. (Interview, 1-15-2014)

One concern with incorporating a wiki into the classroom was that she did not want students to think she was advocating every new technology. Mrs. Wampler thinks it is important to teach writing by first sharing the purpose for their writing and then guiding the students through small steps, whether it is in the library with research or writing reflective blurbs and then helping them put those little pieces together.

Writing instruction when she was a high school student was vastly different than teaching writing today. Her experience as a student involved being told to just “write something” on a given topic and while components of components writing like main idea were taught, that was about it for organizational instruction. While grammar was taught and the basics of main idea were covered, she did not remember focused writing instruction: “Everything would have been marked on a paper and so I don’t know that I was ever really taught HOW to write” (Interview, 1-15-2014). She has watched and appreciates how writing instruction evolved over 24 years, since her first year teaching in 1990, to be more focused within the county, moving from grammar strands organized by grade to genre instruction that scaffolds the writing process with Focus Correction Areas and a K-12 county writing curriculum that speaks to specific components of genre instruction.

Teacher’s observations of adolescents’ new literacies use. She also has watched student writing evolve, with her own high school son writing actively with Google documents in a nearby city school. It is through watching her son use Google documents that she gained a desire to incorporate this tool into her teaching repertoire, and she remembers appreciating a time when their printer was out of commission at home: “He shared it with his teacher in Google docs ... she said, ‘that’s not a problem, you have it shared with me here and we can print it out here.’ So hats off to her, she keeps up with technology” (Interview, 1-15-2014). Similar to changes in composition that she observes with her son, Mrs. Wampler has a student in her senior English class writing papers on his phone while on the bus to athletic events:

He’s writing on his phone so he’s able to type it, you know instead of trying to hand write it on a bus traveling to a game 2 ½ hours away, and then he can just e-mail it to me. And so then I have this nice, typed paper that he was able to do on the bus on the way to _____ County (Interview, 1-15-2014).

With respect to this research project, Mrs. Wampler defined new literacies at the beginning of the study as a way to take student writing and “apply it to modern technological advancements” and voice in writing as “the tone that the writer takes in trying to convey a message with an emotion behind it.” She believed that narrative and persuasive writing were the best places to teach voice in writing because the narrative is personal and the persuasive can evoke strong feelings if it is a topic in which they are invested. She said the challenges in teaching voice with narrative were that sometimes things were too personal to share with peers and with persuasive writing they would think about their peers’ positionality and then not allow their true voice to be heard.

Description of New Literacies and Voice Experience

While the planning meetings were essential to this new literacies experience and much of the goals were attained, not everything went as planned (see Table 4). For example, Mrs. Wampler’s decision to use Google documents embedded in the course wiki could not come to fruition due to student access issues (see Appendix O). Table 4 shows other adaptations to decisions made during our planning meetings.

Table 4

Adaptations of Planning Meeting Decisions

Initial Plan	Adaptation
Create a course wiki using Gmail accounts	Created a course wiki using teacher created usernames
Google Documents embedded in wiki	Teacher's initiation of Google account, and use of shared Google document for reflective log
Create rubrics	Created and adapted pre-existing rubrics
Student use of Google Documents for persuasive essay (linked to the course wiki) and shared with Senator and Delegate	Essays composed directly on a wiki page and shared with Senator and Delegate
Build into class practice a regular article analysis with close reading using the wiki project feature	Did not use project feature. Wiki page created, shared, choice article response, and comment on peer response.

The logistics of the project feature were never satisfactorily ironed out, and with questions about how it could work unresolved, the teacher decided to have students create a page and title it Article Analysis 1, so that she could return to do another article response if she chose to do so.

The teacher did link the website Tween Tribune to the course wiki for ease of student access.

Table 5 provides an overview of the day-to-day classroom activities, taken from field notes.

Table 5

Overview of New Literacies and Voice in Teaching Writing

Date	Lesson Activities	New Literacies	Voice
1/31/14	<ol style="list-style-type: none"> 1. Notebook section created for “writing vocab list” (see Appendix P) 2. Rubric for Annotating (see Appendix T) 3. Workshop 	Personal e-devices to define article analysis words	<ul style="list-style-type: none"> • Skit on voice • Voice defined • Voice & article response
2/4/14 *guidance scheduling	<ol style="list-style-type: none"> 1. HW collected: Article analysis 2. Writing Vocab (see Appendix P) 3. Discussion: Issues in House & Senate 4. Class controversy! (see Appendix Q). 	none	Ethos, Pathos, Logos & newspaper articles
2/10/14 *guidance scheduling	<ol style="list-style-type: none"> 1. Vocab & article response exemplars 2. Class Controversy! further developed 3. Framework (see Appendix R) 	none	Aristotle & Ethos, Pathos, and Logos
2/12/14 *club day	<ol style="list-style-type: none"> 1. Writing vocab- thesis statement 2. Topic, Audience, Purpose = TAP 3. Wiki introduction video 4. Wiki orientation in lab 5. Essay on self-created wiki page 	Wiki use: log in, expectations for behavior, persuasive essay	Audience extended with wiki
2/18/14 *2 hour snow delay	<ol style="list-style-type: none"> 1. Writing vocab: counterclaims 2. Essays, thesis statement underlined 3. Praise, Question, Polish (PQP)- peers 	Writing and responding on wiki	Peer response
2/20/14	<ol style="list-style-type: none"> 1. Writing conferences 2. Writing folder organization 3. Writing Workshop: Choice persuasive essay (see Appendix U) 4. Article analysis Topic: Affluenza 	Assistant takes some students to make-up wiki writing	Writing time with choice persuasive topic
2/24/14 *left lab early to assist colleague	<ol style="list-style-type: none"> 1. Tween Tribune response 2. Voice writing activity connected with writing vocab 	Response & peer response on wiki	Voice writing activity and discussion.
2/26/14	<ol style="list-style-type: none"> 1. Writing vocab: word choice 2. Review of papers returned 3. Lab- read PQPs & peer feedback 4. Choice persuasive essay typed on Microsoft Word and printed 	Reading of PQPs and comments from peers on wiki	Teacher encourages peers feedback to inform choice essay.
2/28/14	<ol style="list-style-type: none"> 1. Review of returned essay 2. Motivational survey & wiki reflection 3. Article printed from Tween Tribune 		Article response & voice

Salient Themes from Research Question 1

To answer RQ 1 (How does one secondary language arts teacher use new literacies to teach voice to struggling writers?), I focused solely on the teacher to develop salient themes from field notes, planning meetings, observations, teacher logs, and teacher interviews. The main findings included the following.

1. The teacher used the act of new literacies *sharing* (Knobel & Lankshear, 2011) to teach voice in a digital space.
2. The teacher supported students in *success* (Jones, 2009), which is a component of motivation and learning, to teach voice in writing.

3. The teacher sought to *interest* (Jones, 2009) students in the curriculum, another vital component of motivation and learning, by creating lessons to engage students in the content.

As seen in Figure 5, there are three overarching themes from RQ 1. The percentages in the figure represent the frequency of codes from the data corpus.

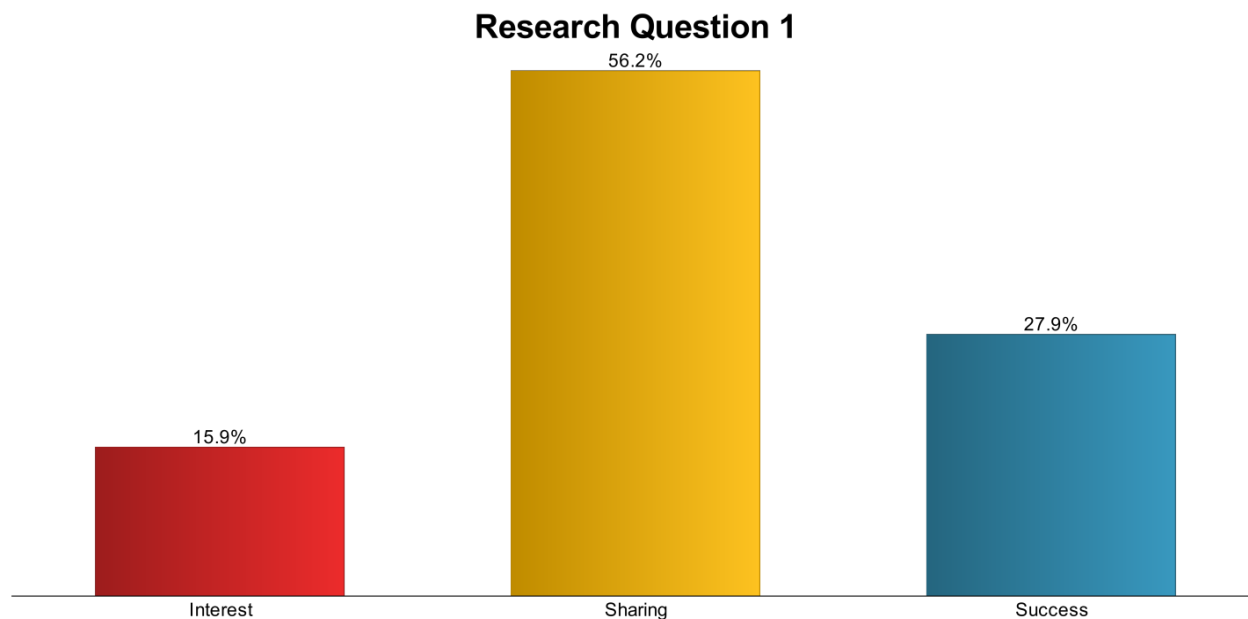


Figure 5. Overall findings from Research Question 1

I will define each of these themes in the context of this research and in light of the new literacies and motivational frameworks from which themes derive. The first process of coding employed both deductive coding (using new literacies and motivational framework) and inductive coding (using my prior experience with teaching and learning). In the second cycle of coding, I worked toward synthesis, seeking where synonyms existed in the 974 total codes from the data corpus and collapsing similar codes. Table 6 shows the final codes and subcodes from observational field notes, reflective logs, planning meetings, and teacher interviews throughout the study.

Table 6

Codes and Subcodes for Research Question 1

Codes	Subcode	Subcode descriptors
	Voice	Sociocultural & Individual
Sharing- writing that involves the possibility of a writing exchange and/or collaboration between wiki members.	Participation	Distributed Expertise Experimentation Wiki as tool
	Anxiety	Vulnerability Small tasks seem big Writing as Performance Scaffolding Instruction
Success- teaching practices which support the students in being successful with voice expression during persuasive writing in a new literacies environment.	Attention to Student Growth	Genre instruction & writing conferences
	Communication of	Early Norms
	Expectations	Formal and informal assessments
Interest- what the teacher did to engage students in the learning.	Novelty	
	Disinterest	

Sharing. The teacher’s use of sharing was influenced by voice, participation, and anxiety. After reading and rereading the transcripts, coding and recoding the data, and organizing and reorganizing the codes, I found that the teacher’s use of *Sharing* predominated with 56.2% of Research Question 1 codes falling under this heading. Sharing, in the context of this study, was when writing involved the possibility of a writing exchange and/or collaboration between wiki members. The teacher’s choice to embed new literacies through wiki usage increased the sharing of student writing as described by research on new literacies:

the more a literacy practice privileges participation over publishing, distributed expertise over centralized expertise, collective intelligence over individual possessive intelligence, collaboration over individuated authorship, dispersion over scarcity, *sharing* over ownership, experimentation over “normalization,” innovation and evolution over stability and fixity, creative-innovative rule breaking over generic purity and policing, relationship over information broadcast, and so on, the more we should regard it as a “new” literacy.

New technologies enable and enhance these practices, often in ways that are stunning in their sophistication and breathtaking in their scale. (Knobel & Lankshear, 2007, p. 21)

Mrs. Wampler used the wiki to share student writing; she extended the audience beyond herself when she assigned students a persuasive essay that would persuade local representatives from the house and the senate either to vote for or against House Bill 947, otherwise known as the Tim Tebow law, which would allow homeschooled students to participate in public school extracurricular activities. This assignment was also given the year prior to this research project with the audience for the essay being Ms. Wampler, the local representative from the senate, and the representative from the house; Mrs. Wampler hand delivered their essays to the senator in Richmond. This time, students wrote their persuasive essays to share via the wiki on February 8, which further extended the audience beyond the teacher, senator, and delegates to include each student in the class, because all had access to each other's essay via the wiki. The use of the wiki to mediate sharing extended the audience in a different way than the teacher and the students had experienced. From the start, Mrs. Wampler talked to the class about how their classmates may change their mind as they work, they may change the minds of other students in the class, and that while she was not going to share her position in relation to the bill, they may sway her as well. Most importantly, she emphasized that expressing their position in writing to state representatives was the goal.

Voice. In this collaborative space, voice became sociocultural. Mrs. Wampler encouraged students through inquiry to think about their audience, voice in writing, and the genre of writing:

...that voice is going to change as you write, with punctuation, with word choice, with description; all that is going to help your voice come through as you write. Is it going to be the same for a persuasive piece as a narrative? (Field notes, 1-31-15)

This focus on voice in writing and an authentic audience of peers and state representatives with the explicit purpose in writing to persuade helped Giovanni, a stronger writer in the class,

understand that being personally invested matters: “If you don’t really have that strong feelings about the subject you’re not gonna be that good at persuading someone to be on your side, but the stronger you feel about it, the better you’ll be at persuading someone” (Interview, 2-20-14). Mrs. Wampler used definitions to create a common language within the classroom (see Appendix P) that she then used to communicate with the students, and voice in writing was described as both the individual voice of the writer and sociocultural, with respect to attendance to audience, both of which involve sharing. She used the words “emotions,” “personality,” “readers,” and “tone” when defining voice: “The tone that the writer takes in trying to convey a message with an emotion, a certain emotion behind it” (Interview 1, 1-15-14). Giovanni’s description of persuasion with “strong feelings” reflects Mrs. Wampler’s definition, which appeared and reappeared: “They get opinionated when they are writing, and that’s when their emotions enable them to express themselves most clearly” (Teacher Log 5, 2-7-14);

...with the persuasive that’s such a great opportunity to show them how strong their voice is because they can be so opinionated with persuasive writing and so that’s why this (wiki use) tied in so well with the persuasive writing with teaching the voice, because a kid can find their voice easily with that type of writing. (Interview, 2-20-14)

In class, Mrs. Wampler instructed students: “Write Voice- the personality of the writer coming through the words. The sense that a real person is speaking to readers” (Field notes, 1-31-14).

The choice to extend the audience using the wiki allowed for more readers, more sharing.

Participation. While the wiki mediated the communication between the reader and writer, much like a piece of paper, the wiki allowed for collaboration and communication, and Mrs. Wampler wanted the students to be clear who the players were on the wiki: “I want to introduce you to the wiki- it can be seen by everyone in the class and anyone we invite to the wiki” (Field notes 4, 2-10-14). New literacies sharing generated responsive feedback in the writing space that was new, academically, to students. This experience involved the participation

which Knobel and Lankshear (2007) refer: “a literacy practice privileges participation over publishing” (p. 21):

If you're not done, finish typing, then do underlining. If you've finished, you're going to do a PQP, see board. Explained: P= praise- What did they do really well? Q= What's one question you have? P= How can the person polish this? What's something that will make it better? (Field notes, 2-12-14)

The image shows three screenshots of student feedback comments, each using the PQP structure (Praise, Question, Polish). Each comment is preceded by a sad face icon and a speech bubble icon.

Comment 1:
 PQP
 Feb 18, 2014
 P=Your paragraphs were long enough.
 Q=Why do you want the law to pass?
 P=Your thesis statement could have been a little more clearer.

Comment 2:
 PQP
 Feb 18, 2014
 P- your first paragraph is great.
 Q- Why did you have Tebow law in parenthesis?
 P- Use the right "there" in the last paragraph and remove the word team in the first paragraph.

Comment 3:
 pqp
 Feb 18, 2014
 p. you did a great job in the beginning
 q. i dont have one.
 p. I think you made the 1st paragraph to long

At the bottom of the third screenshot, a Windows taskbar is visible with icons for Internet Explorer, File Explorer, Google Chrome, Microsoft Word, Microsoft Excel, and Adobe Reader.

Figure 6. Student feedback using P = Praise, Q = Question, P = Polish structure for response.

A bristling energy field traveled with Gustavo as he sauntered down the hall, often high-fiving friends nearby, and with Gustavo everyone seemed to be a friend. Usually wearing clean, beige cargo pants, with the pockets appropriately wrinkled, and a comfortable tee shirt, he'd slip into the room on most days just before the bell rang and slide into his seat just inside the door.

Gustavo, an English learner who failed the Standards of Learning test in eighth grade, was clearly well-liked among the classroom community, and he said he felt supported by his peers on the wiki: "...like they can give me ideas about what to go back and write about" (Interview, 2-12-14). The teacher's choice to use a wiki and allow for response from peers influenced the development of his writing: "Cause someone can come in and comment on my paper and it not be all from me" (Interview, 2-12-14). Beyond response, reading the papers of other students provided him with mentor texts for his own writing, and helped him understand different perspectives. "And they helped me if I wanted to be a pro or a con, so there were some that helped sway my mind, so that's for sure" (Interview, 2-12-14).

Anxiety. While the choice of using the wiki supported Gustavo, anxiety accompanied Mrs. Wampler's experience in using the wiki with the students, and her communication of the website functions may have produced anxiety for some students. Evidence of Mrs. Wampler's discomfort began as I delineated our roles for the research, with Mrs. Wampler remaining the primary teacher and me as an observer who would step in only if learning was being impeded. In reference to those roles during the planning meetings she said, "Well the students will naturally come to me. And I'll naturally look at you. [laughs] And start crying. [laughs]" (Meeting 2, 1-23-14). While Mrs. Wampler's humor helped her deal with the anxiety, those feelings stem from an immense learning curve and as English educators and researchers recognize:

Learning how to be a digital writer combines the both familiar and challenging process of writing with an added layer of complication that centers on rapidly changing and sometimes intimidating technology. Taking the next step toward becoming a teacher of digital writing magnifies the challenge exponentially (NWP with DeVoss, Eidman-Aadahl, & Hicks, 2010, p. 115).

Midway through the unit, evidence of this discomfort was shared when I asked her to describe her experience using the wiki for the first time: "Scared to death [laughs]. I was nervous, I

couldn't remember anything, I couldn't. Cause the screens weren't familiar enough in my head. Okay, and then what am I gonna push after that, and where's my list [laughs]. Complete nervousness" (Interview, 2-20-14). This release of full control, the anxiety, and my emphasis on the importance of explaining the "tracking" operation of the users participating came across in the classroom as this: "Everything you do I can track- it's like a watchdog program- make sure you are actively working" (Field notes, 2-10-14). Later this was stated to the students as a reminder: "Keep in mind when you are working that I can see when you're typing, when you're not- it's not like a word document. You leave fingerprints everywhere. I can see everything" (Field notes, 2-18-14). At this statement, Nancy, a struggling writer who failed the writing SOL in eighth grade, looked up and listened intently. She later shared her negative feelings to writing in this environment, which will be shared later with student perceptions. While the intent on the teacher's part was clearly to help students understand the website functioning so as not get in trouble by doing something juvenile, like writing in someone else's essay or deleting someone's work, may have produced performance anxiety for some of the students.

Success. *Success* comprised the next common theme with 27.9 % of Research Question 1 codes falling under this heading. Success, in the context of this study, was defined as teaching practices that supported the students in feeling successful with voice expression during persuasive writing in the new literacies environment. The reason that success is important is that it is critical to students' engagement and motivation. As Jones (2009) explains about motivation: "Instructors need to ensure that students believe that they can succeed if they have the required knowledge and skills and put forth the appropriate effort" (p. 3). Subcodes included "Attention to Student Growth" and "Communication of Expectations." One way in which Mrs. Wampler

supported students in success was by keenly paying attention to their learning and growth in writing and understanding the concepts she taught.

Attention to growth. Mrs. Wampler, with the persuasive essay, article analysis, and wiki usage tightly controlled the learning environment with dependent practice that moved to independent practice for the students. For example, for the first persuasive essay students had the same topic and she walked them through the process together (dependent); whereas for the second persuasive essay, they chose their topic (independent). Her analogy in our first interview likened teaching writing to knocking down a tower of blocks (her writing process) and then teaching the students to “put them all back” (Interview, 1-15-2014) was reflected in her support of the county’s endorsement of using Focus Correction Areas (FCAs), a tool “to help students target areas of improvement and allow teachers to grade papers quickly and efficiently” (Collins, n.d). FCAs and the Collins Writing Program (2006) were adopted by the county in 1990 in an effort to address the Virginia Literacy Test, and the county still utilizes the program through using the cumulative writing folders and FCAs:

And what I think is so wonderful with _____ county is when they started that program with the FCA’s and teaching kids the tiny little things that they can be graded on and focusing on that. And, you know, I’m not I’m not going to talk about the fact that you turned in one paragraph 200 words long. We’re not going to talk about that right now, because we’re focusing on this [teacher taps finger to imaginary student paper] right now. Because if you hit the kids with everything they’re doing wrong they’re just gonna get frustrated and throw their hands up. So I love that we’ve been able to come up with an idea and share that. And, and whatever you call it you know. You can call it Focus Correction Areas, you can call it you know, mini-lessons and that’s all you lose points on. Whatever you however you want to say it. I love that we have that idea now where we don’t just say, “Okay, now you’re all going to write a paper about this. Now go. I love that we say. We’re going to write about this and these are some things I want you to think about when you’re doing this writing. Now I’m going to teach you this. Now try that when you write this. (Interview, 1-15-14)

Using her analogy of the blocks and the county’s use of FCA’s she framed her lessons, beginning with scaffolding the instruction from the start with Class Controversy (see Appendix

Q), which collaboratively supported them in “formulated supporting reasons for both sides” (Teacher Log 5, 2-7-14) prior to walking them through the format of the paper she expected.

Mrs. Wampler eased the students into the writing process with the activity that generated concrete arguments for their position on the Tim Tebow Bill, and by scaffolding the instruction in this way, Mrs. Wampler was able to pay close attention to their growth in understanding persuasive essay components. If there was a flaw in their understanding, then she could intervene. For example, the counter claim is one area she shared that they struggled with, because she thought it was to their detriment to address the other side too much. She encouraged them to “simply mention the other side” so as not to hinder their credibility. Since she collected their “Persuasive Paper Framework” (see Appendix R), and returned it to them before the students wrote their first draft, she was able to prevent one boy who was a struggling writer from making that mistake (which would dock him five points) by writing “simply mention the other side” beside his “Reason 3 (Paragraph 4)” notes.

This step by step process that she led also carried into wiki usage: “But I’m going to go really slowly in the beginning. I’ll log on, I’ll have them log on. I’ll create a page, I’ll have them create a page” (Planning Meeting 2, 1-23-14). It was important to her that she keep the students together, so that the students could feel competent; no one was to be left behind:

So it was better to just be patient and take everybody along together, cause it took a matter of what, 2 minutes of me, in the end it’s not a huge chunk of time, so that everybody is comfortable and then they did it. Nobody had any problems because we took it slowly. (Interview, 2-20-14)

Supporting students with feeling comfortable in successfully experiencing wiki use for the first time was important to her and she emphasized this during our planning sessions. She wanted the first day to be informal and simple, with little sharing; she wanted them to get comfortable in the space first. Mrs. Wampler also valued moving slowly in working with students on voice in

writing, seeing it as a foundational piece for writing: “Once they understand what voice is, it will come through, and the writing gets stronger” (Interview, 1-15-14). And she attended to this growth in writing by noting their progress in writing, which began with small steps to work on understanding voice in writing by using a skit, then moving to note taking with vocabulary to build a common language in the classroom for talking about voice and writing, and then teaching minilessons with voice writing activities (see Appendix S).

Genre instruction was not introduced to Mrs. Wampler until she was in college; she thanks her professor who required writing in a number of different genres and the multitude of conferences that helped her understand more fully the differences in styles. In contrast, when she was taught writing, and even in her first year of teaching, in 1990, genre instruction was not a focus: “Oh no, they didn’t have a clue. It was just writing. Writing was writing. We didn’t talk about well this is a narrative piece. No. Those words weren’t even in our vocabulary” (Interview, 1-15-14). She remembers coming back to teaching 15 years later and was impressed by the way genres were clearly named and how students were taught characteristics of each genre. Mrs. Wampler’s specific attention to genre instruction and writing conferences also supported students: “They need to learn to state their specific side in their thesis as well as mention a counterclaim in the conclusion” (Teacher Log 5, 2-7-14). Brief writing conferences accompanied the return of prewriting and rough drafts. Not only did she emphasize the practical reasons for needing to be skilled at persuasion, through communicating with legislators, but a goal to help them be successful for writing on demand situations was verbalized: “I don’t like to teach formula writing, but that is where I do because they’re gonna be scored, they have to have certain things; there are parameters they have to know about” (Interview, 3-6-14). Regardless of the medium, whether with pencil and paper or on the wiki, Mrs. Wampler taught organization,

tone, and word choice with persuasive writing so that the students could be successful in this mode of communication.

Communicating expectations. Motivation researchers have noted that students can only feel successful when they know what is expect of them (Jones, 2009). This is consistent with Reich et al.'s (2012) suggestion for the need to set “early norms” for how the wiki will be used and create clear learning goals that are enshrined in rubrics. Mrs. Wampler supported students through clear communication:

They had to have the thesis statement in the first paragraph stating their position and then they had to have three supporting topic sentences that were reasons and those were all in separate paragraphs, and then they had to have a counterclaim mentioned in the conclusion. So as long as they did those, then they got a 100 on it and then everything else was just their choice. (Interview, 3-6-14)

To further communicate her expectations for the persuasive writing that was housed on the wiki, Mrs. Wampler gave students three FCAs for the Tim Tebow persuasive essay and they were to highlight/underline each on the wiki:

1. Thesis statement: Does it state position?
2. 3 Topic sentences
3. Counterclaim: Is it mentioned in the conclusion

John, a freshman starter for the Varsity basketball, is a strong student who is respected by his peers and teachers. His peers in the ninth grade consider him to be a kind, strong leader. The underlined sentence in the following excerpt was an FCA. John reflects an intentional use of voice and audience by hooking his audience through a snapshot, as Mrs. Wampler had suggested they begin:

Dylan Simmers strips the basketball from his man and starts on the wide open break away. Five seconds are left on the clock. Dylan leaps at the basket and does a 360 dunk, winning the Virginia State Championship as the buzzer sounds. Dylan is experiencing the ultimate joy, the only problem is, Dylan doesn't even know if he'll be on the team next

year. The Tim Tebow bill is currently in the General Assembly. It would give home schooled kids the right to play public school sports. Kids like Dylan and I are completely against the bill. (Wiki, John's Persuasive Essay, 2/8/14)

When the teacher was asked to provide an example of student voice in writing, this is the example she gave. She also commented on John's original thought when he concluded the paper, successfully fulfilling the third FCA:

Some home schoolers' parents argue their kids should be able to play public school sports because they pay taxes. Elderly folks have to pay taxes too. They don't have any affiliation with the school. If home schoolers want to play public school sports they need to pay school fees and attend the public school. (Wiki, John Persuasive Essay, 2/8/14)

Mrs. Wampler described John as a student who strived to do extra; he would not settle for average work, and the argument that made the point that the elderly also pay taxes and they do not attend public schools countered the anticipated claim that homeschoolers have the right to participate in public school extracurricular activities, because they pay taxes. Clear expectations that were communicated with regular feedback, and genre instruction that was scaffolded, helped him successfully meet the FCAs and produce a model essay that defended his position.

Rubrics were also used with Mrs. Wampler's article analysis and response that she handled one time on the wiki (see Appendix T). However her clear expectations for rules regarding the learning space of the wiki also aided in a smooth interactive space for the ninth graders. When I asked her what she would tell a parent if they asked her why she was using a wiki, her rationale came easy:

Well, whatever unit I was doing with writing, I would tell them that I was anxious to try something new, because I want the kids to keep up with technology, I want them to experience new ways to communicate, and sometimes kids are more comfortable with a keyboard rather than writing, so anytime I can engage them in a new opportunity, I'm not gonna pass that up. (Interview, 2-20-12).

She communicated these instructional choices to the students as well, by stating her expectations for wiki use as an avenue of communication. One excerpt shows her use of informal assessment

of their understanding of homework and her communication of expectations through inquiry: “What’s your homework Corey? Go home and put pictures of big bucks on it. Annotate and respond. Will? HW? Good, awesome. When is it due Zane? At the end of class? When is it due?” (Field notes, 2-18-14).

Interest. The next common theme for Research Question 1 was *Interest*, with 15.9 % of the codes for RQ 2 falling under this heading. Interest, in the context of this study, involved the student engagement in the learning and the instructional moves that Mrs. Wampler made to make class interesting. Mrs. Wampler tapped into students’ interest through *novelty*, but *disinterest* also emerged within this theme.

Novelty. She chose writing topics that were relatable for students, like the Tim Tebow Bill. Although Giovanni’s response was more of disinterest:

Well, like some topics are harder to write about than others. Cause like the Tim Tebow law really includes people that are good with sports and I mean, I’m not into sports anymore so like it was kinda hard for me, because I’m not a part of any of the teams so I mean, I don’t have much of an opinion on it. I mean, persuasive writing is pretty neat, it’s just that some of the topics are harder than others. (Interviews, 2-20-14)

While Giovanni was not interested in the Tim Tebow topic, she became more interested when she had choice. Mrs. Wampler provided students with 80 interesting ideas (see Appendix P) when she moved the persuasive essay from dependent instruction to individual instruction by providing choice for the second persuasive piece. By selecting real world issues that mattered to them and where persuasion could make an impact, she hoped to garner their interest. She also gave examples of other instances in class:

I talked about persuasive writing and the DEQ, because a lot of these kids are in Ag programs, and I talked about the DEQ coming in and telling them that they’re going to have to do something on their farm that costs lots of money, and they’re gonna have to fight it and I talked about a letter that they’re gonna have to right. So I do that with them to kinda put persuasive writing in perspective for them and on a more general level to show that persuasive writing is also what they need to learn. They have to understand that

this is something you have to do; you have to learn how to talk and get your point across effectively. (Interview, 3-6-14)

Current events were woven into the discussions she had with the class. The strongest example of this strategy was observed when the students were beginning the first draft of their persuasive essays:

Yesterday I called the police and asked them to cite some people for not shoveling their sidewalk, because two-thirds of it has not been shoveled- some is owned by the radio- and students are walking in the road on the way to school because the sidewalk is still covered. It's not safe! (Field notes, 2-10-14).

Mrs. Wampler also made intentional selections of newspaper articles that she thought would be meaningful for the students to analyze, ones that dealt with adolescents. The use of Tween Tribune linked to the wiki and a personal response to allow for their voice to be shared generated

interest:

Grades K-4 | Grades 5-8 | Grades 9-12 | Spanish | Contact+FAQs | Can't log in? | Login | 1

TweenTribune⁵⁻⁸

Serving 163,645 teachers since 2008 to promote an informed, literate and civil electorate



...if you
SMOKE.
Cigarettes can cause wrinkles that age you prematurely. What are cigarettes costing you?

If you smoke, you will pay

By The Associated Press

The Food and Drug Administration is using ads




Figure 7. Tween Tribune, free daily news for teachers to use with students.

Mrs. Wampler was cognizant that purposeful novelty engages adolescents, which was her rationale when she decided to try Tween Tribune and it was also why she wanted to incorporate new literacies into her unit. Her weekly log reflected how she gauged student interest: “I could tell from their reactions and feedback that they are excited when their teacher is trying new things and exploring new ways to keep them engaged. They all seem excited to get started with our writing projects” (Teacher Log 3, 1-27-14).

Disinterest. However, not all of them did; one struggling writer, Luke, stated his disinterest in English and his mind seemed made up: “I don’t know. I’ve never found English interesting at all. I mean it’s just not a very exciting [pause] I don’t know. It’s, it’s just kind of bland” (Interview, 2-12-14). Luke found nothing interesting about the unit, even though Mrs. Wampler went to great lengths to generate interest.

Emergent Themes from Research Question 2

Findings from the data, which included field notes from planning meetings, observations, teacher logs, and interviews revealed emerging themes of *usefulness*, *caring*, and *eMpowerment* tied to the second research question: RQ 2: What are participants’ perceptions of these instructional choices? As seen in Figure 8, there are three overarching themes from RQ 2. The percentages in the figure represent the frequency of codes from the data corpus.

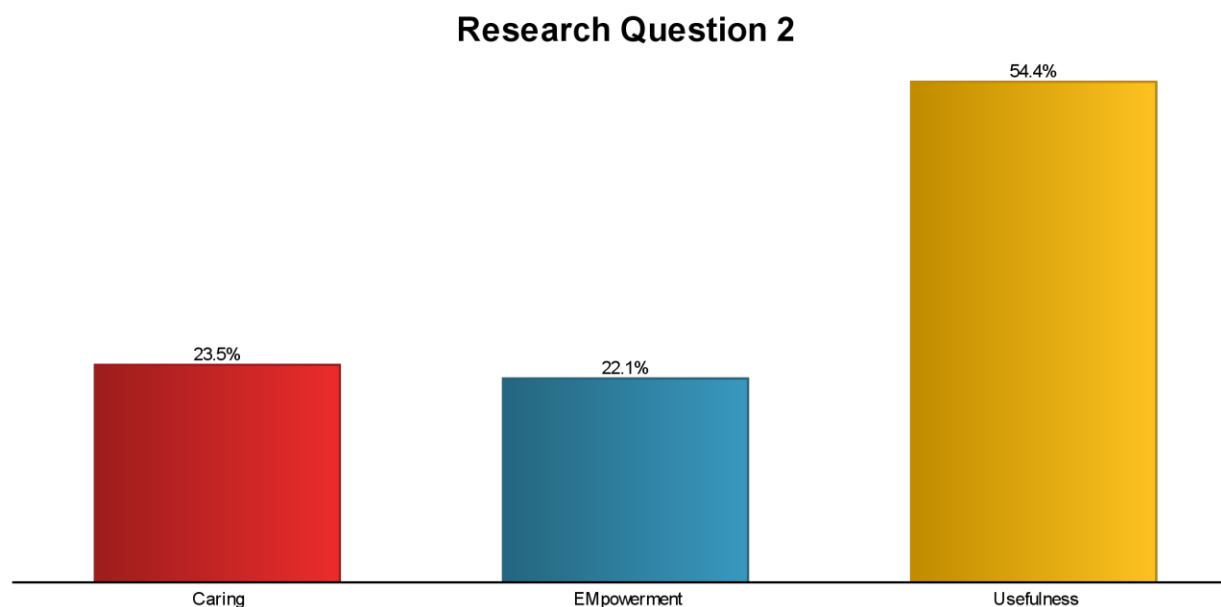


Figure 8. Overall findings from Research Question 2

I will define each of these themes in the context of this research and in light of the motivational framework of the MUSIC model (Jones, 2009). The first process of coding employed both deductive (using motivational framework) and inductive (using my prior experience with teaching and learning). Table 7 shows final codes and subcodes.

Table 7

Codes and Subcodes for Research Question 2

Codes	Subcode	Subcode descriptors
Usefulness- perception that the happenings in the class will be of use to the participants in the future.	Efficiency and ease	Planning Shift Digital Organization Access Future Use
	Wiki functionality	Tools Available Feedback and Assessment
Caring- perception that the instructor cares if the student succeeds in class and cares for the student as a whole.	Accountability	Boundaries Expectations
	Encouragement	Positive remarks Help
eMpowerment- perceptions of control over learning and practice	Protection of Writing	Permission
	Choice	
	Keeping Students Together	

Usefulness. *Usefulness* comprised the most common theme in participants' combined perception of instruction, with 54.4 % of Research Question 2 codes emerging from the planning meetings, student and teacher interviews, the teacher's reflective logs, student reflection letters, and classroom observations. Usefulness, in the context of this study, was when participants'

perceptions that the happenings in the class would be of use to them in the future. Within this category, patterns related to “ease and efficiency” and “wiki functionality” emerged.

Ease and efficiency. Mrs. Wampler’s perceptions of using new literacies within this unit changed during the course of the experience using the wiki within her unit. She moved from being excited about the potential of new literacies in the unit to considering when she may find new literacies useful and, in the case of assessment and feedback, dismissing the possibility of mediating these tasks with a computer. What did not change was Mrs. Wampler’s wish for ease and efficiency in assisting her in the job of teaching and learning. When she was considering the wiki and discussing the desire to use Google documents during our first planning meeting this requirement for ease and efficiency was evident:

Well I do think you need to keep up with what’s happening and how things are changing. The convenience with the wiki with kids being able to share ideas um that can be a benefit. The Google docs would be a huge benefit and really for convenience. (Interview, 1-15-14)

At midpoint, she expressed an appreciation for the ease of sharing: “...this wiki is going to take care of sharing all these essays with Delegate Wilt, with Senator Obenshain. I don’t have to drive down there and have this stack of paper with me” (Interview, 2-20-14). Disruption happened with this ease and efficiency when it came time for her to provide feedback and share grades with students, because she did not want her formative comments or grades to be seen by other students. This realization of the learning space made grading unnecessarily arduous:

I didn’t want other kids to see their comments on other people’s paper; that’s not right, so I had to write down, then I would have to write down what paragraph I was talking about and where in the paper you did this, and it was ridiculous. So I don’t want to grade papers like that. I like having a hard copy where I can circle things and move it and write over here and put this here. And I think even with other programs where it would be private, where others wouldn’t see it, I still wouldn’t wanna do it, because I would always have to have a computer with me. I can roll up 20 papers and put it in my purse; I don’t have a computer that I can do that with. Ease. It’s all about ease. (Interview, 3-6-14)

In contrast, Giovanni liked the shift away from paper: “I also liked that we didn’t have to print anything out to turn it in like on word. It’s nice they can be looked at and graded without having to be printed” (Interview, 2-20-14). Mrs. Wampler chose to have students compose the second essay on paper and pencil, and then she took them to the computer lab to type and print the essays using Microsoft Word.

Planning shift. Mrs. Wampler’s processes for planning and teaching shifted greatly, and this change with instruction required tapping into prior knowledge to understand how the wiki worked. During our planning meetings we looked at some together and her observation skills showed how she considered another teacher’s use of the wiki: “She has put important links that they use. So she even uses Moodle, it’s a link to get over to different Gmail, Google docs, moodle, Google calendar. It looks like she is collaborating with another teacher” Planning Meeting 1, 1-15-14). Questions that used her prior knowledge helped me understand where she stood with conceptually understanding the wiki: Well, it’s kinda like a Moodle right? (Planning Meeting 1, 1-15-14). I responded to saturation points: “I’m spinning” (Planning Meeting 1, 1-15-14) by recognizing them and stopping or changing course.

After a week between meetings where we had looked at other teacher’s wikis, and decided that she begin with something small, it was still apparent that the shift from her regular planning was challenging: “Part of me feels like I’m really grasping; it’s so foreign to me, and I’m grasping trying to figure out, can I use it here? Can I use it here? I think cause it feels pretty overwhelming (Planning Meeting 1, 1-23-14). Following this second meeting, she responded in her log: “I keep trying to think of how to use the wiki and have it make sense” (Teacher Log 2, 1-23-14). We finally settled during the end of this second meeting on not beginning with the wiki, and instead beginning how she normally started the unit with the Class Controversy! (see

Appendix Q). Our planning went from: “How quickly can we start” (Planning Meeting 1, 1-15-14)? to “Yay! I do feel better that we’re not going to try to do it right away. I can get in my comfort zone and then...(1-23-14).

Digital organization. Mrs. Wampler’s large metal file drawers were organized, as was every aspect of her classroom, but this organization did not transfer to the computer. During the planning meetings I learned that she did not use folders on the computer: “I don’t even put my pictures in folders (reference to personal photographs and home computer), because my computer does it for me (Planning Meeting 1, 1-15-14). During the third planning meeting I saw that she really did not use folders and instead saved everything in “Documents”: “That’s where I go to look for everything and it’s all alphabetical” (1-26-14). She does not do “searches” to find her things in the documents folder: “Well, it’s all alphabetical and I always know what I’m lookin for. Just scroll down the alphabet and there you go” (1-26-14). Yet the desire to have a system for her writing folders was apparent when we talked in the first planning meeting about an organizational system for Google folders with students: “That’s how, that’s how, um, Blake’s (son) teacher set up the ones with the essays and that’s how I’d like to set up the one for the seniors. It’s basically taking the writing folders out of my filing cabinet and it’s putting them on the computer. That’s all it is and that’s what I want” (Planning Meeting 1, 1-15-14).

Organizing the space of the wiki took conversation and envisioning during the third planning meeting as well. She needed to understand the operational system of the wiki on a basic level to set it up. When she created her first wiki, she also wanted to create one for her English 12 class. She began with wanting one wiki for both classes and then through decided to keep them separate, making a different wiki for each class The following conversation exemplified the

digital organization that Mrs. Wampler needed to think through as she prepared to make her first wiki. (“R” = Researcher and T = Teacher):

T: Cause I was also gonna use it for my 12th grade; that’s why I was thinkin of it as a big place.

M: Cause you can keep makin new ones.

T: Okay

M: You would probably want your English 12 to not be sharing the same space. Because it’s like a classroom, it’d be like putting your 9th graders and 12th graders all together in the same room.

T: Okay

M: So they could talk to each other, so that may be neat. It all depends on how you wanna use it; you could do that.

T: So maybe I would want one for each class. (Planning Meeting 3, 1-26-14)

Digital organization affects the future use of the information being manipulated, and these issues of organizing with new literacies added another layer to process for the conceptual understanding of not only the space, but documents that may be needed for reference at a later time (e.g., usernames and “how to” information for wiki creation).

Access. Another theme that emerged within usefulness dealt with access:

Access to computers is probably the hardest thing, because so many of these kids do not have a computer at home. They cannot get on internet at home, so that’s a big obstacle for them. Time, they don’t, they can’t stay after school to go to a lab, because they don’t have a ride home. So, if they’re absent for one day, to try to get them in the lab is almost impossible, and then you have other teachers signed up in the lab and the labs are full cause the classes are so big, you don’t have an extra computer to fit in there, so you know just the fact that they don’t all have their own computer is a drawback. And when you plan to take a class to the computer lab, you have to remember all those things as a teacher. Okay, if you have three students absent, alright, what is your plan? (Interview, 2-20-14)

The issue of access was observed in a number of different ways. When one of the struggling writers did not have enough time to finish typing his article in class, Mrs. Wampler asked him if he had a computer at home. The answer was no. Immediately following, another struggling writer who was not finished said, “Can I finish this at home” (Field notes, 2-10-14). The answer was yes. A similar incident where the digital divide was observed, two times in the same context,

was when students were doing an article analysis in the classroom with a “hard copy” of a newspaper clipping. A student asked if he could use his phone to look up the words. Mrs. Wampler said: “Yes, if you have a phone you may use it; otherwise there are plenty of dictionaries on the shelf” (Field notes, 1-31-14 & 2-28-14). As I performed the article analysis with them, I noticed two things. First, the vocabulary word I needed to look up was often not a word, but a phrase. Secondly, two of the words I needed to look up in the sleep deprivation article were not in the classroom, hard bound dictionary: “ghrelin” and “down-regulated genes.”

The other time access was discussed was when the teacher was considering using Google documents at the start of the semester. She was concerned that she would have to have internet access to grade papers, so we discussed ways that she could still work and then once she returned to access it would update the document.

Future use. Since usefulness involved participants’ perception of how useful their coursework will be to them in the future, it was bound to emerge. Giovanni, when discussing her experience using the wiki, had this to say: “There’ll be a whole lot more typing and technology so I feel like more people will be using technology over writing handwritten letters, so it was really good I think” (Interview, 3/6/14).

At midpoint, the teacher tried to envision ways the wiki could be used in the future:

I was thinking about just the whole coordination aspect could work with teachers collaborating. It could work with, I keep thinking pen pals, um, anything like that, but um. Even other things like with, take it as broad as like home ec with recipes. You can REALLY take this to any type of sharing in any discipline. (Interview, 2-20-14)

Mrs. Wampler also projected into how she may arrange situating the wiki in the unit the following year:

I wanna see how that goes, cause I think that may be where I use it more, and their voice will come through in that, and those article analysis are something that can turn into persuasive pieces so I might actually flip it next year and start the articles earlier in the

year, so they're familiar with all of that and then lead into persuasive pieces using that and they will have experience with the wiki through that. And so I'm sensing a whole different development of my teaching, which is exciting, (Interview, 2-20-14).

However, by the end of the unit, Mrs. Wampler made some decisions about what she did not find useful: "I don't think I will do the essays on a wiki again, but I will definitely use it for articles and other appropriate activities" (Log 9, 2-28-14). The essays were not the only thing ruled out; she had also ruled out feedback and assessment:

It's a pain to grade on the computer and I love this, because now I've realized that I'm so excited about Google docs next year, but I realize that, that's fine, I'll use that, but I'm gonna want hard copies to grade. (Interview, 2-20-14)

Yet after a few weeks had passed, and Mrs. Wampler had time to reflect, she said that her thinking about writing instruction since using the wiki had changed:

I think it's changed in the sense that I see more opportunities. So yes, so in that sense, yes it has changed. And that's it, there are so many opportunities that you can do with the kids with their writing and in that it is with the teaching, because it's guided practice in everything that they write. It lets them get ideas for how they can use a wiki later and then after I get other ideas and as I teach other units I'll probably see a use for it in other places as well. The kids are going to be collaborating and writing scripts and this may be a great opportunity to get them on them and if they're doing different sections. I don't know yet; I've gotta get there. As I go I think I'll see other uses for it. (Interview, 3-6-14)

She said that anything she taught that involved sharing she would consider using the wiki, and she found it useful for less personal writing and appreciated the comment feature:

I would keep the use of the wiki with commenting to each other on things. I loved that and I think I would keep it less personal. So I would change it to with the articles. That is where I would keep it because I loved doing that and letting them to see each other's comments. And they were excited about that, so that was good. (Interview, 3-6-14)

Wiki functionality. "Discerningly cautious" described Mrs. Wampler when considering the functions of the wiki and her employment of these functions as she set up the use of the wiki in her unit. She shared her opinion about Wikipedia in the English classroom when I explained *participation* in the context of Wikipedia: the difference between being a consumer and

participating as a producer on Wikipedia, someone who contributes to the knowledge base of the site: “Yes, but you also have to make sure that you’re teaching the kids too that Wikipedia is not a place to go for English” (Planning Meeting 1, 1-15-14). Mrs. Wampler dismissed Wikipedia as a reference for the English classroom, because it functioned as a shared knowledge base and meant it was not to be trusted rather than considering it a place to begin research. It was also important to her to have the answers to the questions the students may ask. For example, the wiki has an icon that reads “widget,” and it was important to her that she could define that for the students if they asked her about it. When we began to look into the widget options, she quickly said, “That’s too much” (Planning Meeting 3, 1-26-14). This example shows that as she digested the wiki functions, Mrs. Wampler was thorough in observing the learning space. She also thought about what was appropriate for students for an introductory activity and weighed what she thought she could handle teaching and what students could manage during the classroom time permitted. This discernment appeared repeatedly in our three planning sessions, especially as she examined the use of other teacher’s wikis:

Yeah, but that child’s name. Somebody knows they’re a 7th grader. That’s not good. They can see the work they are doing. Yeah, so these are all her kids, so these are all her students’ names? I don’t like that. I wouldn’t want my kid in her class. (Planning Meeting 1, 1-15-2014)

Examining other wikis informed her as to how she wanted to handle wiki settings. She chose to have the class wiki set up as “invitation only” which included members of the class and the Virginia representatives whom she chose to invite.

Tools available. Mrs. Wampler had the students use basic tools that were available on the wiki, such as underlining, linking to another site, and the comment feature. She recognized the highlighting function, but did not choose to use that for the essays or article responses. Making these decisions showed evidence of her trying to use some of the tools she appreciated in other

teacher's wikis during the initial planning meetings. She noted the teacher who linked to useful places such as Moodle, Gmail, Google documents, and the Google calendar. While she chose not to use the projects option in class, because it did not align for what she wanted the students to be able to do, Mrs. Wampler did set up a project initially, dragging and dropping students into teams on the wiki. Giovanni observed the possibility with the wiki, yet appreciated the structure the teacher provided: "And I like the wiki because there are so many options to use it, but then you have to stay into the guidelines" (Interview, 2-20-14). In this statement Giovanni expresses that she values limited choice as a student, even when the tools available are exponential when linking is considered.

Two missing features on the wiki that frustrated the students were the absence of tabbing and spellcheck. While I learned that with the appropriate browser or added application, spellcheck could be an option, Mrs. Wampler did not make that something she wanted to pursue, which I told her would be the addition of a widget or using Firefox 2 as the browser. The other option to have access to spell check was to use Microsoft Word, as she was used to doing, and the students would upload their essays to the wiki.

Instead, she adapted for tabbing and asked students to leave a space between paragraphs, and she stated that she liked that there was no spell check, because she thought the students were overly dependent on that feature with word processing. Susan, a high performing student in all classes and strong writer, did not like the absence of the tab feature: "Writing on the wiki was easy, but I think we should be able to indent." The teacher referred to it as "the tab issue" (Interview, 2-20-14). No spell check led to questions about spelling and the computer lab echoed from time to time with: "How do you spell paragraph? How do you spell? How do you spell approve? I think I spelled grammar wrong" (Field notes, 2-18-14).

Feedback and assessment. Communicating students' grades on the wiki considered not appropriate by Mrs. Wampler, because each student could see the other students pages. In the end, Mrs. Wampler chose not to give feedback of any sort, formative or summative, on the wiki. She read the wiki pages and wrote comments on slips of paper. When it came time to give feedback to the students, she told the class that she did not have papers to hand back because they were on the wiki, so she brought them up one at a time during morning announcements and conferenced quickly with them about their persuasive papers. It was clear that her experience grading was not a positive one: "It was awful grading papers. I couldn't remember what they could see. Then I had to write down what I needed to say to them and find it. It was awful." And she seemed let down by the experience:

Because I was so excited about having all the essays on the computer and now after I actually tried...And writing everything down. In your third paragraph, da da da da da. You know? And I didn't wanna write anything on this wiki, because I don't want... it was too personal, I can't do that... (Interview, 2-20-14)

At that point she decided the next choice persuasive paper she would use Microsoft Word as she had in the past. Her mind was set at this point, and Mrs. Wampler did not change her mind with respect to feedback and assessment involving essays and the wiki: "I did not like grading papers with the wiki" (Interview, 3-6-14). She used the wiki as a consumer, rather than a producer.

Caring. *Caring* comprised the second most common theme in participants' combined perception of instruction within the qualitative data, with 23.5 % of the Research Question 2 codes emerging from the planning meetings, student and teacher interviews, the teacher's reflective logs, student reflection letters, and classroom observations. Caring, in the context of this study, was when students' perceived that the instructor cared if they succeeded in class and cared for them personally. Within this category, patterns related to "accountability" and "encouragement" emerged.

Accountability. Students earned points for everything they did in Mrs. Wampler's class. From book checks (bringing independent books to class each day) to rough drafts to keeping up with the notes in the vocabulary section of their notebook, students knew that if she asked them to do something, then they were going to get credit for it. Beyond classwork, students could earn points if they brought a playbill in from a musical. Because students understood they would earn or lose points based on Mrs. Wampler's consistent accountability measures, this motivated students to write. Cold calling on students with a heavy use of inquiry also kept the students attentive, and more than once I heard her say, "Are you (name of student)?" if she called on one student but another answered. Students were consistently held accountable for their homework, their participation in class, and their behavior. Once, when the day wrapped up a minute early and the students began packing up and lining up at the door, two students inched out into the hallway before the bell rang, and she held them after class with a strong admonition to never leave her classroom again until they were properly dismissed. Yet these two students were the same students who viewed Mrs. Wampler as caring for holding them responsible for their actions.

Students associated how Mrs. Wampler held them accountable for their work as caring. Gustavo, a struggling writer and second language learner who did not attempt the SOL in fifth grade and failed it in eighth grade, said that he knew Mrs. Wampler cared about his success with the persuasive writing and wiki use "cause she's always on my back and stuff. And cause she knows I'm piss poor and she wants me to do better. She knows that I can do better. She's always talking to me about homework and stuff" (Interview, 2/12/14). Gustavo was not the only struggling writer who viewed Mrs. Wampler's accountability as caring. Drew, who also had failed the SOLs in both fifth and eighth grades, answered similarly when he said that Mrs.

Wampler cared a lot about his success in the class and he knew it because of how she held him accountable: “Oh yea, she won’t, she won’t let you half it. I mean, like do a half job on the paper or sumthin. She’ll go over it and tell you. She’ll make you rewrite it too” (Student Interview, 2/20/14). And Mrs. Wampler echoed this tendency toward consistent accountability by explaining that she makes sure the students do all the work, do not get behind, and if they get lost, then she stops and helps them. She had clear boundaries with respect to expectations for behavior and coursework expectations, and if someone stepped out of bounds, then they would get called out for it.

Encouragement. And while Mrs. Wampler could be seen as a teacher who holds students accountable, she praised the student when she saw they were working hard. Enthusiastic responses to student work were commonplace. During a lesson on voice in writing, she pulled out something positive from each one of the students’ papers when they shared them aloud. And after reading John’s first persuasive essay, she made the effort to say to him one-on-one: “I’ll have to tell you, you were swaying me. Nicely done” (Field notes, 2-26-14). Through written reflections and interviews, students shared gratitude for the help that she gave them, noting that she encouraged them to see her outside of class time and that she was available to them during the school’s 10-minute break for extra help.

eMpowerment. *eMpowerment* comprised the third most common theme in participants’ combined perception of instruction within the qualitative data, with 22.1% of Research Question 2 codes emerging from the planning meetings, student and teacher interviews, the teacher’s reflective logs, student reflection letters, and classroom observations. *eMpowerment*, in the context of this study, was perceptions of control over learning and practice. Within this category,

patterns related to “Protection of Writing,” “Choice,” and “Keeping Students Together” emerged.

Protection of writing. Writing on the wiki made some of the students uncomfortable, which led to them feeling less empowered; they could not control which of the peers in the class opened and read their writing. With this addition to the classroom writing environment, a pattern emerged that echoed with the sound of protection. The students seemed to want to protect their writing; they seemed to want to control who read what they wrote. Alex, a lower-to-average writer, who passed his eighth grade SOLs, said, “I think that you should have to give somebody else permission before they are aloud [sic] to read and comment on your paper” (Student Reflection Letter, 2-28-14). Alex was not alone. Nancy struggled with writing, and having failed the eighth grade writing SOL, she also showed the signs of feeling the most anxious in this writing space, and she too communicated the desire to control the sharing of her writing: “I think the person who writes the paper should be the one who invites to [sic] person to read the paper not the teacher” (Student Reflection Letter, 2-28-14). Nancy a quiet girl and member of the high school swim team, struggled not only with writing, but with many academic tasks. Mrs. Wampler said talked with her mom about her anxiety with many tasks, such as reading and getting in front of the class, so she was not at all surprised by her anxiety with writing on the wiki. Mrs. Wampler responded to Nancy by downplaying things she thought would make her anxious:

She doesn’t feel comfortable doing ANYTHING in front of the kids, but I just play it off. Cause sometimes you just have to get over things and try it and when you feel like, wow, that wasn’t that bad. I keep feeling that maybe she’ll gain some confidence (Interview, 2-20-14).

When it came time to write the second essay, Mrs. Wampler alleviated Nancy’s questions and stress by announcing that the next essay was not going to be on the wiki. She said she did this on

purpose so that Nancy would not have to spend her energy worrying about it. “I KNEW she would be worrying about it over the weekend. Like, ‘here we go again.’ So I wanted to make sure I pointed that [second persuasive essay would not be typed on wiki] out” (Interview, 2-20-14). Nancy was not the only struggling writer who wanted to protect her writing. Gustavo, who also struggled with writing, yet stated that he enjoyed the help of his peers with feedback on the wiki, did not like the fact that someone could come in and alter his writing: “I didn’t like how anyone could make changes to your papers, though” (Student Reflection Letter, 2-28-14). Even though the students knew that every user was tracked with each stroke of the key, many of the students wanted to protect their writing and seemed to mistrust the writing space and users.

While Mrs. Wampler thought this more public space of writing allowed for the voice to emerge, she shared that there were some issues with it, because for some of the students the comfort was not there. This discomfort altered their voice in writing: “When they know that other people that are their peers are reading it, and they have no control over which peers, it’s accessible to all the peers, the comfort level disappears. It’s like havin a strange voice” (Interview, 2-20-14). However, by the end of the unit, Mrs. Wampler said that it was an even split in how the students seemed to feel about using the wiki, with half of them excited about using something new and half of them apprehensive. She stated the shy students were the ones who were apprehensive, which did not come as a surprise to her.

Choice. While the writing instruction was carefully organized and the students were guided step by step through the process, this did not bode well for all students. Luke, who said he did not see English as an interesting subject, did not feel like he had enough freedom of choice with the writing assignments. He did not like that he had to write five paragraphs for the persuasive essay involving the Tim Tebow law, and thought he should be free to develop it into

however many paragraphs he wanted. Another student, Giovanni, who was not a sports enthusiast, found it difficult to write in response to the Tim Tebow law:

Cause like the Tim Tebow law really includes people that are good with sports and I mean, I'm not into sports anymore so like it was kinda hard for me, because I'm not a part of any of the teams so I mean, I don't have much of an opinion on it. I mean, persuasive writing is pretty neat, it's just that some of the topics are harder than others. (Interview, 2-20-14).

While overall, the students seemed to feel that they did not get a whole lot of choice, Mrs.

Wampler recognized the choices she gave students:

That preview in finding those articles and then the responses they do on those articles, that's all pre-writing. That's their opinions, their voice, that's what they say, so yeah, that's total choice from how to respond. They did get choice of articles when they were in the lab using the wikis. But the one I assigned for the writing pieces, I picked the articles but they responded. (Interview, 2-28-14)

Mrs. Wampler also verbalized that choice in writing impacted the quality of the writing.

“Whenever they have control over what they're doing, then that makes them care about it a little bit more” (Interview, 2-28-14). Here, it seemed, the teacher perceived she gave adequate choice, but the students were not cognizant of all of the choices they were given.

Keeping students together. It was important to Mrs. Wampler that she keep both students and classes together, as in students moving through the steps of instruction together and classes staying in approximately the same place, doing the same activities and assignments, at the same time: “And I'm going to try to keep 4th period right along with this one so that they're doing the same thing we're doing with 2nd” (Planning Meeting 1, 1-15-2014). In the reflective log that Mrs. Wampler kept, Log 8 stated, “Yeah!! I got my fourth period on wikispaces.” This need for class cohesion was also reflected when she wrote about the writing inventory that was distributed: “I had my next class do the same thing just to try to keep them all together and I read through them after school today” (Teacher Log 3, 1-27-14). In this same log, empowerment could be heard in

Mrs. Wampler's reaction to what she read about a student's answer to one of the questions on the writing inventory:

I almost started crying as I read one girl's paper. She had obviously worked really hard on a writing piece and it meant a great deal to her. She later wrote about how she had tried to share it with her mom, but her mom didn't want to read it. WOW! I have a big job. Not only do I want my kids to learn to write well and enjoy expressing themselves, but I also want them to feel the confidence in their writing to KNOW that IT DOES MATTER to someone!! (even if it's just me) (Teacher Log 3, 1-27-14)

Not only does this excerpt show how she keeps her classes together during classroom schedules, it also exemplifies how she feels empowered as a teacher of writing and how she wants to empower them as writers. Another way she empowered students and kept them together was by controlling the classroom environment so that no one felt left behind. This was especially important to her with respect to the wiki. In this next excerpt, Mrs. Wampler talked about logging in to the wiki for the first time: "Not any major catastrophes. It took just a little while to get everybody up and running and that you know, you just have to be patient so, cause I needed to walk them through it. Carefully, together" (2-20-14). She emphasized the importance of keeping them together:

So it was better to just be patient and take everybody along together, cause it took a matter of what, 2 minutes of me, in the end it's not a huge chunk of time, so that everybody is comfortable and then they did it. Nobody had any problems because we took it slowly. (Interview, 2-20-14).

Mrs. Wampler was empowered by keeping the class together, and she thought she empowered the students by keeping them together as well. Next, I share participants' perception using a motivational survey.

MUSIC Model of Academic Motivation Inventory.

On Visit 1 and Visit 10, I distributed the MUSIC Model of Academic Motivation Writing Inventory (MMAMI) to further understand students' perceptions. On Visit 1, the inventory asked

students to focus on their current English class and English teacher. On Visit 10, the inventory asked them to focus on the persuasive unit and the use of the wiki during the unit, which they had just completed. The questions in the survey asked questions concerning their eMpowerment, usefulness, success, interest, and caring in the course. The one student who opted out was entered as 0 in the summative excel spreadsheet that was used for calculating averages of motivation questions. A total of 14 students' responses were used from this first inventory.

The results (see Table 8) from the inventory that was given on Visit 1 reflect questions that were about their current English class and English teacher.

Table 8

*MMAMI Results for Ninth Grade English Class Prior to Unit on Persuasion and Covering First Semester. N = 13. *The Sum Reflects a Likert Scale from 1-6.*

RESULTS	eMpowerment	Usefulness	Success	Interest (situational)	Caring
QUESTION #	1, 4, 9, 13	5, 11, 17	6, 8, 10, 16	3, 14, 18	2, 7, 12, 15
AVERAGE	3.56	3.64	5.04	3.03	5.60

Note: 1 = Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Somewhat agree; 5 = Agree; 6 = Strongly agree

On Visit 10, the MUSIC motivational survey was again distributed, and the results (see Table 9) reflect the answers based on their current persuasive writing, wiki use, and English teacher.

Table 9

MMAMI Results for Ninth Grade English Class Following the Unit on Persuasion that Incorporated a Wiki and Covering Jan. 27 until February 28. N = 14. The Sum Reflects a Likert Scale from 1-6.

FINAL RESULTS	eMpowerment	Usefulness	Success	Interest (situational)	Caring
QUESTION #	1, 4, 9, 13	5, 11, 17	6, 8, 10, 16	3, 14, 18	2, 7, 12, 15
AVERAGE	3.88	3.76	4.95	3.31	5.27

Note: 1 = Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Somewhat agree; 5 = Agree; 6 = Strongly agree

When comparing Table 8 and Table 9, the motivational findings were similar, so the new literacies did not do anything more or less to motivate students. During the final interview with the teacher, which was following the persuasive unit and a week after my classroom visits, the teacher filled out the motivational inventory, answering the questions as she believed the average student would have answered them. In essence, Table 10 reflects Mrs. Wampler's perceptions of students' perceptions.

Table 10

MMAMI Results for the Instructor's Self-Assessment

RESULTS	eMpowerment	Usefulness	Success	Interest (situational)	Caring
QUESTION #	1, 4, 9, 13	5, 11, 17	6, 8, 10, 16	3, 14, 18	2, 7, 12, 15
AVERAGE	4.00	5.00	4.75	4.33	5.00

Note: 1 = Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Somewhat agree; 5 = Agree; 6 = Strongly agree

The students' perceptions of empowerment rose by 0.32 during the persuasive unit as compared to their English class in general. Overall, students "somewhat disagreed" that they felt empowered in the course, where the instructor "somewhat agreed" in their sense of empowerment.

In the area of *usefulness*, the students' average scores increased 0.12 from the beginning of the unit to the end. The highest discrepancy between students' perceptions and the teacher's perceptions of students' perceptions was in this area; students "somewhat disagreed" while the teacher "agreed" that the information taught was useful.

Comparing the students' response averages in their perception of being supported in *success* at the start of the unit to their response at the end of the unit, the average student score

fell by 0.09. The teacher “somewhat agreed” the students would believe she supported them in success in the course; whereas the students “agreed” she supported them in being successful.

Situational interest increased for students by 0.28 from the beginning of the unit to the end. Interest was rated higher by the teacher than the students with students “somewhat disagreeing” that they were interested and the teacher “somewhat agreeing” the students were interested.

Caring was ranked lower by the teacher, although the overall course average shows that students “agree” the instructor cared about their well-being as a person and as a student in the course. A drop was reflected in the caring score by 0.33 from the beginning to the unit to the end.

Summary

As this research unfolded, I tried to understand how one teacher chose to use new literacies to teach voice in writing and participants’ perceptions of that instructional experience. The findings described in this chapter reveal the use of one tool, the wiki, with respect to new literacies and voice in writing instruction in the English classroom. With the wiki, Mrs. Wampler attempted to create a high interest prompt tied to current events and purposeful writing, and she extended the audience well beyond the teacher. Substantial support illuminates how Mrs. Wampler discerningly selected beginning activities with the wiki, so that she would feel comfortable leading the class. She also scaffolded the instruction so that the students were slowly introduced to the new writing space. She also supported students in being successful by preparing them for the writing using collaboration and guided activities to help them build up substantial evidence for their persuasive essays prior to writing and sharing on the class wiki. However, once sharing occurred on the wiki, the teacher became less enthusiastic about the use of the wiki to teach voice in writing, because she did not find it the right tool to give formative or

summative feedback. This created a frustrating experience when she tried to provide feedback and decided that regardless of the tool, she preferred to have hard copies of student papers when grading, although she would consider using the wiki again. Mrs. Wampler liked the capability of the students being able share feedback on each other's writing, but she did not like to share her response to the students in that space.

Scaffolding instruction to support students in being successful in the course also was a priority for Mrs. Wampler. However, the result of the tightly structured handout (see Appendix M) made it so that the papers on the wiki all read similarly. While they learned a structure for writing persuasive essays, they only learned one structure; this five paragraph essay with rules as to where to put the thesis statement and where to put the counterclaim led to essays that were much like a die cut. In the next chapter, I will summarize the significant findings as well as discuss affordances and barriers that emerged from the data analysis. Also in Chapter 5, implications from this research for guiding English teachers use of new literacies with using voice in writing will be shared, as will recommendations for future research.

Chapter 5

Discussion

Introduction

In the first chapter of this manuscript, I addressed my personal challenges with teaching writing and new literacies. In this final chapter, I will discuss the practical aspects of an English teacher incorporating new literacies in an effort to teach voice to struggling writers. While I faced this pedagogical challenge of new literacies incorporation when teaching in a graduate program, I wanted to know how that would play out in a high school environment. How would students react to a real audience other than the teacher? How would the teacher handle the learning curve and application of the technology with writing instruction? In Chapter 4, I presented the findings from this case study that involved a ninth grade English teacher who used new literacies to teach voice to struggling writers and described participants' experiences. However, the depiction of this teaching and learning experience warrants further examination and analysis. This chapter summarizes the research study, discusses the findings in relation to the literature, examines affordances and barriers that emerged while seeking to answer the research questions, and concludes with possible implications for teachers, department chairs, school administrators, technology support staff, and central office personnel.

Literature Related Findings

New Literacies theoretical framework (Lankshear & Knobel, 2011; see Chapter 2, Figure 1) and the MUSIC model of academic motivation (Jones, 2009; see Figure 9) guided this research study.

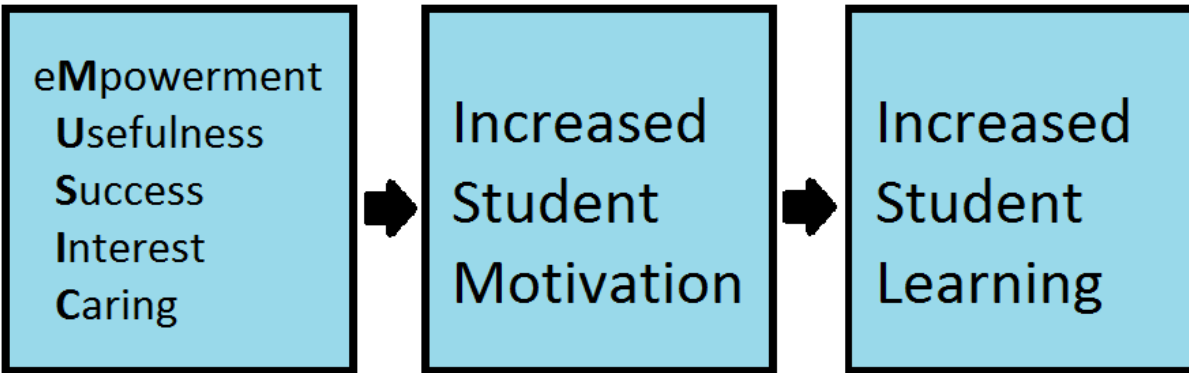


Figure 9. MUSIC Model of Academic Motivation

The findings described in Chapter 4 revealed how the teacher incorporated one tool, a wiki, while focusing on voice in writing instruction in the English classroom. The choice to incorporate a wiki with voice instruction fit the bill for this study, because the wiki extended the students' audience. This extension of audience aligned with the new literacies (Lankshear & Knobel, 2011) description of *sharing*. In the context of this study, *sharing* involved writing that engaged an exchange and/or collaboration between wiki members. Mrs. Wampler created a high interest prompt tied to current events and purposeful writing, and via the wiki, she extended the audience well beyond the teacher. Substantial support in Chapter 4 illuminates how Mrs. Wampler

- selected beginning activities with the wiki to feel comfortable leading the class.
- scaffolded the instruction when introducing the new writing space to students.
- supported students in success with guided, collaborative activities to build substantial evidence for their persuasive essays *prior* to writing and sharing on the class wiki.

The careful selection of beginning activities worked not only for Mrs. Wampler, but it is also what led to a successful iPoetry unit with Curwood and Cowell (2011). The research of this English teacher and media specialist supported the need to step slowly into the digital

composition process by first developing ideas through pre-writing via story boards. And much like the struggling writers in Curwood and Cowell's classes, Mrs. Wampler's slow entry that began with collaborative idea generation in the classroom and led to the development of the essay supported the struggling writers in her class to produce essays that included the necessary components of the genre. All writers, but especially struggling writers, need assistance with organization (Morphy & Graham, 2012) and support for success in writing on demand situations (Sylvester & Greenidge, 2009); Mrs. Wampler's instruction sought to meet these needs. Likewise, Mrs. Wampler's wiki kept the struggling writers from losing their essay and article response, and it prevented students from the distraction of messy handwriting, tendencies which are often a bane for struggling writers (Sylvester & Greenidge, 2009; Thompson, 2012).

However, once sharing occurred on the wiki, the teacher seemed less enthusiastic about its use to teach voice in writing because it created a frustrating experience when she tried to provide feedback to students. By the end of the study, she decided that regardless of the tool, she preferred to have hard copies of student papers when grading, although she said she would consider using the wiki again for collaborative activities. Mrs. Wampler liked the capability of the students being able share feedback with one another, but she did not like to share her response to the students in that space. She did not like how other students could see her comments. She also did not like her inability to circle text, draw arrows from one part of the text to another, and handwrite comments. Since students did not revise the essays after typing them on the wiki, it is unknown whether her conference with the students about their essays and the comments from peers on the wiki, would have had a positive effect on that particular persuasive essay, as was the case in the Dymoke and Hughes (2009) study.

With easing students into this experience, it was a priority for Mrs. Wampler to scaffold instruction to support students in being successful with including the elements of the genre and with organization. Unfortunately, the result of the tightly structured handout (see Appendix M) seemed to result in papers on the wiki that read much the same, with slightly different snapshots for the leads. The five paragraph essay with rules as to where to put the thesis statement and where to put the counterclaim taught students to successfully include the components expected in a persuasive essay. It also taught organization, also a weak area for struggling writers (Sylvester & Greenidge, 2009), but voice seemed to be controlled by the preplanned text structure. Mrs. Wampler did not attempt to escape the focus of high stakes tests expectations for writing, as Hull and Katz (2006) did attempt to escape the high stakes testing pressure when they used narrative and digital storytelling to allow voice to emerge for students. Rather, Mrs. Wampler encouraged this formulaic writing to prepare students for writing-on-demand. In congruence with Hull and Katz's study, Mrs. Wampler did increase their awareness of audience as the students composed for multiple audiences (teacher, students, and lawmakers), and she did observe growth in students' authorial stance as they composed the persuasive essay.

Participants' perceptions of motivation and learning, answering to RQ 2, were gathered using the MUSIC Model of Academic Motivation Inventory (Jones & Skaggs, 2012; Jones & Wilkins, 2013). Mrs. Wampler filled out the same motivational inventory as the students, but she answered the questions as she believed the average student would answer. In other words, she estimated her students' perceptions. Overall, students "somewhat disagreed" they felt *eMpowered* in the unit, but the instructor "somewhat agreed" in their sense of empowerment. Several opportunities for choice were available to students during the persuasive unit, and

perhaps this was not the case during the first semester. Perhaps the teacher saw areas of choice and freedom for students to provide their input that the students did not see.

The largest discrepancy between students' and teacher perceptions was in the area of *usefulness*; students "somewhat disagreed" while the teacher "agreed" that the information taught was useful. Since this course dealt with reading, writing, and oral skills, and the students had not experienced how these skills apply to work and life after high school, this difference between what the teacher and students deemed as "useful" may have reflected that she understood the usefulness of the information she was sharing and thought the students' perception would match this understanding.

The teacher "somewhat agreed" the students believed she supported them in *success* in during the unit; whereas the students "agreed" she supported them in being successful. This change may have been attributed to the use of new technology for the teacher and the student, leaving both parties on slightly unsteady terrain. Communication regarding assessment, an indicator for supporting students in success, seemed clear with ratings aligned closely for the teacher and student.

Interest in the persuasive unit was rated higher by the teacher than the students, with students "somewhat disagreeing" that they were interested and the teacher "somewhat agreeing" the students were interested in the unit. I suspect the new technology, as well as a new project and person in the room, may have affected student *interest* in the content presented. The difference of the teachers' perception of students' interest being higher than it actually was may have been a reflection of the teacher's understanding of public policy and power in writing compared with the students' emergence in the subject matter.

The overall course average shows that the students and the teacher “agreed” the instructor cared about their well-being as a person and as a student in the course, but the teacher ranked this category slightly lower than the students’ average. Differences in how the teacher and student viewed *caring* may reflect how the students seemed to translate accountability with caring; whereas students’ reactions may have led Mrs. Wampler to believe the student did not like the discipline. There was a drop in the caring score from the beginning of the unit to the end, and this may be attributed to the technology use, which in turn, led to less interaction with the teacher.

Based on the results of the MMAMI, perceptions of the persuasive unit with wiki usage were similar to those of the English class in general. Motivational findings displayed in Table 8 and Table 9 (see Chapter 4), show that new literacies did not do anything more or less to motivate students. This may have been due to a learning environment that leaned more towards a controlled environment than an autonomous, which aligns with Deci & Moller’s (2005) finding related to building intrinsic motivation and Jones’ (2009) construct in the MUSIC model that addresses eMPowerment. Since students “somewhat” disagreed” they were *empowered* both times they were surveyed, with a slight increase during the persuasive unit with wiki usage, perhaps an increase in autonomy in the learning environment would positively affect students’ perceptions of *interest* and possibly *usefulness*.

Significance

Maxwell (2007) asserts that when research questions are developed, a repetitive problem exists where the issues of the research are confused with the issues of practicality. He believes the research questions need to bridge the gap between issues of the research and practical concerns (p. 230). In line with Maxwell’s assertion, I had practical concerns I hoped to

understand through the research questions. I wanted to understand the anxiety that seems to surface around new literacies. I wanted to understand what students need and think about when writing in new literacies environments, and I hoped to understand what can help teachers and what can hinder teachers in making the choice to incorporate new literacies.

Emergent affordances and barriers to new literacies and writing instruction.

Research focused on the affordances of technology in the classroom is needed (Beach, 2012; Reich, Murnane, & Willett, 2012), and this research project uncovered some affordances of technology through a detailed account of a teaching and learning experience that employed new literacies. I would also argue that while working from the positive is usually the most productive stance, barriers to writing instruction that employ new literacies also needs attention, and barriers did emerge during this case study as well. In Chapter 2, I discussed how themes and trends in research questions, methodology, and findings related to writing instruction in the English language arts classroom focus on affordances (i.e., features of a tool that enable students to use certain writing processes), which includes, but is not limited to, engagement, collaboration of cognition, increased audience, and growth in writing for struggling writers (Beach, 2012; Dymoke & Hughes, 2009; Stornaiuolo et al., 2009). The findings in Chapter 4 covered some of these affordances through themes of *sharing*, *interest*, and *usefulness* when composing on the wiki. In this research project, affordance has been defined as features of a tool that enable students to use certain writing processes, but Wikipedia also defines “affordance” as “a relation between an object, or an environment, and an organism that affords the opportunity for that organism to perform an action” (“Affordance,” n.d.). In light of this definition, other affordances, in relation to employing the wiki emerged, somewhat as a surprise, during the research. The affordances were *efficiency*, *assistants*, and *prior use*, and I will explicate these in turn within

this section. These affordances directly involved Mrs. Wampler's implementation of the wiki as an instructional tool and affordances to students' learning experience with the wiki. Barrier, defined on Google, is "a circumstance or obstacle that keeps people or things apart or prevents communication or progress" ("Barrier," n.d.). Three barriers emerged: *interruptions*, *planning time*, and *technology challenges*, and I will also discuss these in more detail, following affordances.

Affordances. First, *efficiency* emerged as both an affordance to employing new literacies in the classroom, from the teacher's perspective, and using the wiki for writing processes, from the students' perspective. Participants appreciated the efficiency that came with not printing, students found typing over handwriting more efficient, and most enjoyed the efficiency of receiving response and responding to one another in this shared, online environment. Cameron viewed the ease of sharing on the wiki as a motivation to write well: "I love how there is an audience because they are the ones who make your paper better." Alex liked the online capability that allowed students and the teacher (although she chose not to) to comment on his writing without having to print or e-mail, but he wanted to control whether other students could read and comment on his paper, a feature that Google documents and other new literacies does afford: "I also liked that we didn't have to print anything out to turn it in like on word. It's nice they can be looked at and graded without having to be printed." John recognized the efficiency of being able to have all papers in one place for access: "I liked the fact I could see everyone's papers and everyone could see my paper," a feature of the wiki that was new to him in the English classroom. At the end of the unit, Patrick reflected on this writing environment as a way of learning from others. Based on his comments, it seems he not only digested feedback from his peers, but used exemplars in the class as mentor texts: "The wiki was pretty helpful with

a response back on your paper. It's nice to be able to see other students work and learn from them. Also, I like how you can see what they think of yours." Throughout the research study, Mrs. Wampler emphasized her appreciation for anything that was efficient in terms of teaching.

A second unexpected affordance that emerged was how the teacher used *assistants* in the room to help with the challenges that came with the wiki. High school students who enrolled in a study hall were assigned to a regular academic classroom, where the student used the time to work on whatever assignments they needed to complete, or served teacher assistants if their homework was complete. Mrs. Wampler readily relied on the teacher assistant assigned to her, and the assistant seemed to enjoy helping. Another assistant in the classroom was a practicum student from a local community college. If a student was absent during an activity on the wiki, or if they did not finish the assignment and had no access to the internet at home, then the teacher relied on an assistant to take the students to the computer lab to catch up with the rest of the class. Also, when questions arose in the lab, both assistants listened carefully to Mrs. Wampler's instructions and answered questions while circulating. This was the first time the practicum from the community college had worked with a wiki, and she enthusiastically employed this tool for a class presentation to her introductory class on teaching and learning.

Participants' *prior use* of technology gave them a springboard that seemed to help them transfer knowledge. Mostly, practices from social media allowed them to quickly transition to the more academic writing on the wiki. While Mrs. Wampler had not utilized new literacies in the classroom before this study, her prior use of creating a blog for a family trip out west made the wiki usage another experience not too removed from learning to blog the summer before the study. And Mrs. Wampler said her students' experience of putting their opinions "out there" on

Facebook and Twitter made the majority of them feel comfortable writing on the collaborative space of the wiki.

They are familiar with letting people know how they feel, letting people know how they think. And um, you know we're always teaching them to, to remember that everybody's watching, remember everybody, so I kinda feel like they do kinda live on a stage of technology in their life. So I think for most of them it's just another avenue. They've just, they've made a left at the stop sign instead of turning right, it's all the same, it's just something new. (Interview, 2-20-14)

While a few students did share they were uncomfortable in the space, most reflected this comfort Mrs. Wampler talks about with writing and responding on the wiki. Gustavo, a struggling writer and English Language Learner said the wiki was the part of the unit that interested him the most. He said that he liked using wiki because he liked “communicating out through it.” And this interest in “communicating out,” also appeared in students’ responses to the Writing Inventory (see Chapter 4; p. 64). Prior use of social media and technology seems to have participants primed for digital composition for academic purposes.

Barriers. First, *interruptions* emerged as a barrier to new literacies use in the classroom. Mrs. Wampler faced a barrage of interruptions during the classroom which included: snow days, class scheduling for the next school year, out of school suspension, club days, and delays and cancellations due to weather. All these interruptions broke the flow of teaching and learning, and made incorporating something new especially difficult, as Mrs. Wampler also noted in her teacher log: “This week kind of got canned. We had two snow days, and one of my teaching days was a club day” (Teacher log 6; 2-14-14). Of the 10 visits to the classroom during this research project, there were four snow days and two, two-hour delays.

Aside from weather, there were other, delays that merit attention. Since my visits started at the beginning of the second semester, semester-long course shifting caused some disruption: “The other thing that took up a good bit of my day was figuring out where some of my students

went (off my role) and why one class is bursting with 28 kids now!!!!” (Teacher log 3; 1-27-14). Without enough seats to accommodate 28 students in the classroom, and her other ninth grade course (the one I observed) consisting of 14 students, Mrs. Wampler chose to handle this problem, rather than turning to the guidance department. She asked if any of her students in the larger class would be able to move classes. This figuring took time, because she had to examine their schedules to make sure the move would not interfere in other classes. Mrs. Wampler said she knew the time put into finding a willing and able student would make the process of student movement faster than if guidance were to solve the problem. On top of this interruption, all classes for the next school year were scheduled through the English classes. Class scheduling affected several days of students being called out of class to go to the computer lab, because the county began a transition to schedule courses for the next year at-home and online.

Beyond absences and interruptions due to weather and to scheduling, one student earned out-of-school suspension, which meant that the days she missed when the class went to the computer lab had to be considered. Mrs. Wampler handled this inconvenience by having an assistant in the class take the student to the lab during silent reading time. Beyond this suspension, Mrs. Wampler had other student absences to handle, for which she also relied on the assistants. Still, even with this help, class time was interrupted with the students leaving for the lab and then also needing to be kept up to speed with the happenings in the classroom when they were making up the previous work. The teacher commented that she felt that she was, in part, getting punished for the students’ misbehavior, because of the hassle caused in getting all the make-up materials together.

Planning time was the second barrier that emerged to using new literacies in the classroom:

My hardest part with all this is my limited planning time and now trying to incorporate new stuff on top of very little time....and oh yeah...I also need to plan for my seniors, and do letters of recommendation, and a few things like that. (Teacher log 3; 1-27-14)

Mrs. Wampler clearly explains her dilemma here. She was excited to use new literacies in the classroom, but anything new takes time. No one can pick up a guitar for the first time and be able to play a great tune; likewise, if new literacies are going to be integrated into the English classroom in meaningful ways, then planning time is needed for the teachers to become literate with the technology themselves.

Technology challenges emerged as a third barrier. Challenges are bound to occur when dealing with technology, but some of these challenges seemed to become barriers to new literacies in the English class. Daily routines such as taking attendance and entering grades online were observed to cause the most frustration for the teacher, because computers ran slowly. What was referred to as the “spinning beach ball” or “the spinning ball of death” by teachers wasted their classroom instructional time and caused aggravation. This slow processing was likely caused, in part, to too many people being on one system at the same time. While these management systems are completely separate from the wiki and other sites that teachers could use for instructional purposes, it did not seem like Mrs. Wampler considered the difference. In other words, she was surprised when we did not have any trouble when it came to using the wiki. Processing was fast and we saw no “spinning beach balls.” I wonder if these routine procedures of slow processing with taking attendance and entering grades discouraged teachers from new literacies. Other technology challenges included complications with the teacher’s access at home to school e-mail and the grading system, the process for getting applications put on her school iPad, lab sign ups, and the teacher’s lack of organization of files on the computer (no folders for documents).

Limitations and Suggestions for Future Replications of the Study

One limitation of the study was the inability for the teacher to use the digital tool she most hoped to use with students, Google documents. The year following this study, students will all have access to Google accounts through the school, but an account was available only for the teacher to use as student accounts were created. Another limitation was the tension that existed between my two research questions. While this research was organized and written in a linear fashion, it is difficult to portray a distinct line between the teacher's act of teaching (RQ1) and the perceptions of participants (RQ 2). The teaching and learning that happens in the classroom is simply not that binary, because students certainly affect a teacher's actions. Themes that emerged from RQ1 could have been explored in RQ2. For example, when looking at the specific theme that emerged from RQ1 that involved the teacher's desire to "keep students together," when working through the steps of logging on and navigating the wiki. There were no specific questions that addressed implications this may have had for the learners or perceptions learners had while they waited or others waited for them to catch up to the rest of the class.

While often cited as a limitation of qualitative research, I acknowledge that my presence in the classroom may have altered the teacher's and students' actions. Additionally, as previously noted, I knew the teacher prior to this research study; while this served to facilitate trust, I recognize that this relationship capital may have caused me to miss things I may have otherwise noted, and caused others to act differently than if I were not involved in the classroom.

If this study were to be replicated, it may be interesting to see how this would work in a one-to-one classroom, with each student having a computer at hand. This study would also reveal interesting findings if replicated in an urban setting. Future research could also extend the time in the field in an effort to see if students' voices emerged more naturally as they had more time in

the writing environment of the wiki. Competence and comfort may affect motivation and voice in writing and a longer study that observed for these over time may prove useful to teachers. Likewise, more time using the wiki as an instructional tool may also affect the comfort of the teacher with providing feedback in this space.

Implications for Teaching and Learning

There is so much that is unclear after this research that explored the intersection of new literacies, voice, and teaching writing to struggling writers. To some extent, all writers struggle because writing is challenging, but we don't know exactly how much each writer struggles. Writing on demand is not the only measure that reveals the struggles a writer does or does not go through, because writing differs when time constraints are lifted. For example, while all writers struggle, it is still unclear how much time students spent on the essays at home, in relation to one another. In relation to voice, this research does not shed light on how clearly students understood the concept of voice at the end of the study, as opposed to at the start of the unit. Also, if students had the freedom to choose their audience, it is still unclear the effect it would have on their writing, nor is it clear the extent the digital space had on the adolescent writers.

There are some specific implications; however, that may be helpful from this research. A wise feed mill manager gave my husband advice one time that has had lasting effects on both of us. Working for a large, international company that assessed its upper management, in part, by way of engagement surveys given to their employees, my husband was struggling to figure out how to engage his staff. This humble manager, who had worked with the truck drivers, mill employees, and maintenance team for years said, "You gotta give 'em WIFFMs." My husband's puzzled expression, stance, and scratch of the head led the manager to explain: "**What's In It For Me? You gotta give the guys WIFFMs**" In that spirit, and in line with Jones' (2009) MUSIC

model's construct of *usefulness*, which ties motivation to what is useful to people in the future, I share implications for teaching and learning based on the research.

Teachers' WIFFMs. When teachers show students that they care for them academically and as a whole person, students are more engaged (Jones, 2009). Mrs. Wampler excelled in the area of showing care. Taking the time to give students timely feedback that shows attention to their writing is an example of caring. Balancing positive and formative comments shows students the teacher cares about their growth as writers. Mrs. Wampler's strategy of brief conferencing with her written feedback showed the students she cared. Furthermore, taking the time to ask questions about the students' well-being, before class, on break, or in the hall was reflected in student engagement. Another strength that emerged in the area of caring was in the expectations Mrs. Wampler held for interactions in the class. She expected the students to be caring toward one another and did not tolerate disrespect of one another. Research supports that the perceptions that students have regarding the care of fellow students also affects classroom engagement. Teachers can and should hold expectations for the treatment of each other, and time spent working on creating a community of learners ultimately motivates students and increases learning.

While learning is affected by caring, with respect to the teacher and fellow classmates, supporting students in being successful in a course through actions that demonstrate caring also motivates students. Mrs. Wampler's students felt supported in being successful in her classroom. Mrs. Wampler took students through the writing process carefully: she hooked them with high interest topics, involved them in generative, evidence building, collaborative activities, and provided them with a structure for writing. She also gave timely and formative feedback on their writing, both written and verbal. Her method of teaching persuasive writing supported them in

success with the local spring test and helped her reach her teaching and learning goal for assessing students' academic growth in persuasive writing. Supporting students step-by-step for success by communicating the expectations of written work, providing timely and formative feedback, and teaching specific genre convention with engaging, hands on, collaborative activities, as Mrs. Wampler exemplified in this research study, is certainly another take-away for teachers.

Students' perceptions of the instruction, overall, were that they "somewhat disagreed" with the following: that they felt empowered during the unit, that the information they learned was *useful*, and that they were *interested* in the unit. The tightly structured worksheets to guide writing instruction (see Appendix R) help students to understand one text structure and this is one way to teach the conventions of a specific genre, in the beginning. From there, students need and wish to be gradually led from guided practice to innovation. This progression can happen quickly, with some students needing more support than others:

1. Students write with dependent practice where the teacher guides the students through one possible text structure.
2. Students analyze and map other text structures in mentor texts (Bernabei, 2007; Culham, 2014; Graham & Perin, 2007; Heard, 2013).
3. Students independently practice inventing text structures (Bernabei, 2007).

Bernabei's (2007) chapter entitled "The School Essay: Tracking Movement of the Mind" supports teachers in how to help students move from following the teacher's text structure to mapping out the text structures in mentor texts, to creation and innovation in writing with structure. This innovation has everything to do with voice, because when students have the

freedom to choose the topic, audience, and purpose for writing, then they care; they become stakeholders in the writing, and it is then that their voice can emerge.

In relation to *eMpowerment*, it appeared that Mrs. Wampler and the students did not always see the choices provided. I observed opportunities for student choice, but when I interviewed the students and the teacher, they did not mention what I observed. Clearly stating choices that are given is tied to engagement. Students need to be told what choices they have, with the emphasis on empowering the student. This simple, yet explicit communication may lead to increased student engagement (Jones, 2009). Returning to the WIFFM story, when my husband's engagement response surveys increased at the feed mill, he attributed the increase to this exact communication effort of showing the employees what he was doing with respect to engagement and how he was trying to meet their needs. This same communication of *usefulness* may alter student perceptions of instruction. Students could brainstorm how the wiki may be helpful to them in the future. Teachers could ask students to give their choice persuasive essays to an authentic audience, much like the house and senate representatives.

Another suggestion for teachers would be to give the MUSIC model of motivation inventory, which can be found and used with no fee at http://www.ep.soe.vt.edu/ms/Surveys/Questionnaires_for_Students_and_Teachers.html. The directions for scoring are included and teachers may find the responses of the students to be helpful for their instruction. These easy instructional adjustments will likely, in turn, affect student *interest*.

Department chairs' WIFFMs. In line with this research, purchasing and engaging the department with texts, such as the ones listed below, might help to interest students:

- *Finding the Heart of Nonfiction: Teaching 7 Essential Craft Tools with Mentor Texts*, (Heard, 2013)
- *The Writing Thief: Using Mentor Texts to Teach the Craft of Writing* (Culham, 2014)
- *Fearless Voices: Engaging a New Generation of African American Male Writers* (Tatum, 2013)
- *Write Beside Me* (Kittle, 2008)
- *Adolescents and Digital Literacies: Learning Alongside our Students* (Kajder, 2010).
- *Teaching the Neglected R: Rethinking Writing Instruction in Secondary Classrooms* (2007)
- *Write Like This: Teaching Real World Writing through Modeling and Mentor Texts* (2011)

By including and spending just a bit of time with each one, perhaps at the start of a department meeting, teachers will likely hear the voice of a teacher that speaks to them. For me, it was Linda Rief's *Seeking Diversity: Language Arts with Adolescents*. I heard Rief speak at a Virginia Association of Teachers of English conference in 1991, stood in line to purchase and receive this autographed book, and spent time reading and trying to emulate Rief in my English classroom. Optional department-wide or school-wide book groups, perhaps over the summer, and organized with a blog, may also be effective for spending time with these texts. The enthusiasm from these professional, pedagogical texts will likely spread through the department with just a couple readers involved.

Creating options or working tid bits into a department meeting is critical, as suggested above, is critical, because many teachers seem strapped for time. Mrs. Wampler struggled to find the planning time for incorporating new literacies into the classroom. When I was saturated with the technology learning curve as I went back to school at age 41, my graduate advisor told me to count 1 hour of my 20 hours per week toward learning the technology. She assured me that planning the time to spend learning the tools would minimize the frustration of perceived “lost time” with problem solving. She was right. It made all the difference to say, “I’m going to spend 30 minutes figuring out RSS feeds.” Even suggesting that teachers allocate time in their planning to work toward incorporating new literacies may generate some activity.

Building administrators’ WIFFMs. Since assistants proved to help Mrs. Wampler, explicit communication to encourage teachers to utilize higher education practicum students as support in making innovative moves in teaching and learning with digital pedagogy may be a welcome suggestion for teachers. Also, since interruptions took a toll during Mrs. Wampler’s visits, anything to minimize these disruptions will likely improve the teaching and learning experience in the classroom. How might scheduling happen at home, before school, and by an appointment scheduled outside of class time?

Mrs. Wampler struggled with planning time. Conferences allow space for this needed time. This past semester, I heard a student teacher say that the school with whom she interviewed did not sound excited at all that she had submitted a proposal to the National Council of Teacher’s of English conference, which was fortunately going to be hosted by our state. While conferences mean substitutes, and the teacher out of the classroom, the return on the investment can impact student learning and teacher morale in dynamic ways. Support and encourage at least

one conference attendance a year, even the support comes from your blessing and encouragement if funding is not available.

Central office personnel and information management and technology support team WIFFMs. Mrs. Wampler missed the ability to circle text, draw arrows from one part of the text to another, and handwrite comments, and while she is aware that there are “apps for that,” an inservice for English teachers, where teachers bring one digital paper that they need to grade, with time to practice may be beneficial. While there are a multitude of these apps out there, iannotate, is one application that I watched a budding English teacher (see <https://sites.google.com/a/vt.edu/brittany-dickens-portfolio/digital-tools-for-the-classroom>; Action Research Project) find useful following her action research. I suggest piloting an application with one secondary English teacher, and then present with that English teacher to other English teachers (Technology team leader + content area specialist). This engagement will likely spread in the same manner to other departments in schools. Also, hands on inservices at the department level, with hands on use in the content, seem like they would be more beneficial than school-wide technology presentations.

Students who missed class, for whatever reason, caused an interruption to the class, because work on the wiki happened in the computer lab. Fortunately, Mrs. Wampler had assistants in the classroom and the lab was not full, but these assistants are not always available and there are times when the computer labs are full. If students were able to have a laptop during their time at the high school, then this make-up work could happen in the classroom or at home, versus the lab.

Mrs. Wampler is not alone in her need for planning time when trying to learn available technology for academic purposes. In academic circles of writing teachers, it is a well-known

fact that the focus is to always be on the writing, not the technology. I understand the philosophy; the technology is the tool, the writing always comes first, and it's critical to not use technology for technology's sake. The teacher needs to discerningly choose the right tool for the right purpose. However, sometimes it is about the technology. Sometimes teachers need to have hands-on time experimenting with the tools they can harness for academic purposes that will benefit students. Supporting teachers by helping them finance summer programs or coursework related to technology and writing workshop, and clearly communicating the funds available, (with lists of qualifying, credit bearing opportunities available) may encourage teachers to put themselves on the spot and experiment with new literacies.

Conclusions

While writing this chapter, I took a break to go on a bike ride with my 13-year-old son. He had expressed interest in doing a local sprint triathlon, and since I had done one several years prior, I decided to support him by helping him understand the importance of training. The morning of our bike ride, he said, "I know exactly where we're going." I listened to his suggested route, and then told him that we were going to go on a route I had planned, because his course included a hill that was too steep for me for the first ride and I wanted to follow him. He looked a little frustrated and said, "Okay, then will you give me the route, because I don't want you to hold me back." Of course, I gave him the route. As we biked, the first part of the ride I caught glimpses of him on distant hills, and before long, he was gone. I was proud of him for pushing his limits, satisfied, because I was following behind, and pleased because I allowed him the needed freedom. Students in Mrs. Wampler's class did much the same. They followed her route; she guided their writing with the formula she provided, and some of the students pushed their limits. They pushed their limits by carefully crafting leads which included personal

vignettes to hook the reader. They pushed their limits by including solid arguments that did not arise in class discussions. They pushed their limits by sculpting and positioning their counterclaim in just the right place in the conclusion. If students took a wrong turn, Mrs. Wampler guided them, through conferencing, back on course. If they left out the counterclaim, much like my son may forget to pump up his bike tires, she reminded them of the importance of this inclusion of counterclaims in persuasion.

Fortunately, when Mrs. Wampler assigned the next persuasive essay, she provided the students with the choice of topic. Unfortunately, there was no choice in text structure and organization, and this habit of teaching formulaic writing is perpetuated year after year in schools, leaving students ill prepared to be innovative in writing. This reminds me of when my mother told me that the most important lesson that took most of her life to learn, and really sink in, was that there are so many ways to get from point A to point B. I remember her sitting at her computer, family photos on shelves above her, talking with her hands about this revelation: “It sounds so simple Jenny, but it was huge for me, when I finally realized that there are so many ways to get from point A to point B.”

I almost fell into the same restraining structure that Mrs. Wampler and many teachers, myself included, fall into in the classroom with Patrick and biking, because I know all the routes it would take to get my son prepared to be successful for race day. I know what route we could move to for each bike ride, as our length in rides increase. I know the formula for his success, and I can take him the way I know to get him where he needs to be in his training. However, looking back at my own first triathlon, part of the joy was the empowerment of creating new routes. Part of the struggle was in creating routes. Part of the learning was in creating routes. Replace each of these last words with writing, and it’s all the same. I found a book (much like a

mentor text) and followed pre-planned routes and modified them as I saw fit. My son wanted to choose the bike route, and I want him to use his creative mind to map these bike routes out. However, the first time, I wanted to guide the process to help him be successful, which limited his empowerment. I explained to him the usefulness of what made the bike route I chose appropriate for our purpose of training. As soon as my body was used to the bike again and I could manage to somewhat follow him, I gave him more empowerment by allowing him to choose the routes, even tackle some of the hills that he may need to walk his bike up. We talked beforehand about the routes in relation to the purpose of our training.

With writing, we need to do the same. Students deserve the freedom to write to someone other than the teacher, which aligns with Jones (2009) MUSIC model and the construct of *eMpowerment*. New literacies allow for increased audience, so that students have more opportunities to write for authentic purposes, which motivates students through making the work *Useful* and speaks to areas of *Interest*. Students deserve opportunities to be supported by their peers, if they choose, when writing for authentic purposes, and this aligns to the motivation and the MUSIC model construct of *Success*. Students deserve freedom of text structure, so that their voices can emerge naturally and meet the purposes of text, which motivates students through the construct of *eMpowerment*. All the while, students deserve and need the teacher to provide structure to support them with composition before and during the writing process. Aligned with the MUSIC model of motivation, this shows that the teacher *Cares*. They deserve a well-equipped bike, the right route for the training, and the permission to take detours as needed.

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Appendix A

School division “Bring Your Own Device” Policy at Richie (pseudonym) High School:

Cell Phones& Other Portable Communication Devices: Students are not freely permitted to use or display such devices during regular school hours. Such devices will be considered to be “in use” if they are on (regardless of if they are on silent or set to ring), sending or receiving a call or text message or being used to take, display, or send photos/videos, etc. However, students may have such items in their possession for use after school hours, during bus rides to and from school, and during athletic events. Students may utilize such devices during the school day only for academic purposes and under the direction and supervision of the classroom teacher.

School division “Bring Your Own Device” Policy for Botkin High School:

USE OF STUDENT-OWNED ELECTRONIC DEVICES

Student use of any personally owned electronic device, including but not limited to laptops, iPods, iPads, or cell phones, shall adhere to the following regulations:

1. Botkin County Public Schools assumes no liability for the loss, theft, or damage of any student-owned electronic device or the information stored on the device.
2. Student-owned electronic devices shall be prohibited during instructional time unless a teacher directs students to use them for a specific educational task. Violations of this regulation will be disciplined according to the accompanying Administrative Directive, AD-JZK. Unless directed otherwise by the teacher, student-owned devices must be concealed and muted.
3. Student use of personally owned electronic devices during instructional time is allowed strictly at the teacher’s discretion. There is no blanket teacher approval for student-

Appendix A (cont.)

owned electronic devices; permission to use them is to be granted on a day-by-day basis by teachers who plan to use them for instructional purposes.

4. Use of personally owned electronic devices during the school day:
 - a. Middle school students may NOT use personally owned electronic devices during school day except as approved by the teacher as described in item 3 above.

Students may have personally owned devices in their possession; however, these devices must be silenced so as to not create a disruption. They must be concealed at all times except as approved by the teacher as described in item 3 above.
 - b. Middle school students may use personally owned electronic devices after school, at extracurricular events after school hours, and on buses.
 - c. High school students may use personally owned electronic devices during the following non-instructional times: during lunch, between classes, before and after school including extracurricular events, and on buses. However, when high school students enter and exit the classroom the device shall not be in use and must be muted unless the teacher has expressly permitted this. When not in use, student-owned electronic devices must be silenced so as to not create a disruption. When in use, students shall use headphones or ear buds to keep audio from being disruptive.
 - d. Student-owned electronic device use on buses is subject to Transportation Department safety guidelines.
5. The use of student-owned electronic devices anywhere on school property shall be

Appendix A (cont.)

6. governed by these regulations:
 - a. Middle or high school students who connect to the Internet shall use the school's WiFi system, not through the device's 3G or 4G capabilities.

Appendix B



Jenny Martin martinje@vt.edu

8/17/13

Dr. [REDACTED],

My name is Jenny Martin, and I am a doctoral candidate at Virginia Tech entering the final phase of a Ph.D program in Curriculum and Instruction: English Education. What guidance could you provide in requesting permission to conduct research in an RCPS middle or secondary classroom during the in the 2013-2014 school year? I have worked in education in the Valley for 20 years, as a teacher, an English coach, an adjunct instructor, and co-director of the Writing Academy at ___ College. A quick review of my CV at jennyleighmartin.com will give you a more in depth look at my path with education. For the last two years I have held a graduate teaching assistantship at Virginia Tech, living in Blacksburg three days a week during the school year. I have only 1 more class this fall and the dissertation.

When I successfully defended my preliminary exam in the spring (for VT-review of the literature and intent to move forward into research), my dissertation committee affirmed my interest in a case study with one teacher in one classroom, and they suggested an intervention.

My research interest is with New Literacies and writing instruction and the intervention I intend to use is a course wiki in conjunction with a teacher's existing unit on persuasive writing. Several teachers in the area have asked me about my dissertation topic (informal conversations), and in explaining my research interests, at least three teachers have said they would like to have me in their classroom. While I was simply answering their questions, I share this with you because it did reassure me that my research interest would be welcomed by some middle and high school English teachers.

As I write my prospectus (Chapter 3 of the dissertation) and draft my IRB for Virginia Tech, what procedure should I follow to seek permission from BCPS for this line of research? Any policy BCPS has in this area would also help me as I write.

I appreciate your time.

Appendix C

1/10/14

Dr. ____:

My name is Jenny Martin, and I am a doctoral candidate at Virginia Tech entering the final phase of a Ph.D. program in Curriculum and Instruction: English Education. I have worked in education in the Shenandoah Valley for 20 years, as a teacher at Broadway High School, an English coach for R.C.P.S., an adjunct instructor for EMU and BC, and co-director of the Writing Academy at ____ College. A quick review of my CV at jennyleighmartin.com will give you a more in depth look at my path with education. For the last two years I have held a graduate teaching assistantship at Virginia Tech, living in Blacksburg three days a week during the school year. I just finished my coursework and I am now proceeding to conduct research in partial fulfillment for my degree.

My research interest is with New Literacies and writing instruction and I am requesting permission to conduct my dissertation research at Rockwater High School in one of Mrs. Wampler's ninth grade classroom. This case study research involves one classroom, for one unit of instruction, with the following focus questions:

1. How does one secondary language arts teacher use new literacies to teach voice to struggling writers?
2. What are participants' perceptions of these instructional choices?

The case study does involve an intervention to work with Mrs. Wampler to create a course wiki in conjunction with her existing unit on persuasive writing. Should the county approve this proposal, I would begin meeting with Mrs. Wampler upon approval, hopefully January 15, and I would exit the classroom no later than March 6.

My understanding is that Botkin County Public Schools requests a copy of the university-approved IRB, and that has been provided. If you should have any questions about the protection of human subject research participants regarding this study, feel free to contact Dr. David Moore, Chair, Virginia Tech Institutional Review Board for the Protection of Human Subjects, telephone: 540-231-4991; e-mail moored@vt.edu.

Likewise, feel free to call me at 540-271-0378 if you have any questions regarding this study proposal.

With warm regards,
Jenny Martin

Appendix D

1/14/14

Mr. ____:

My name is Jenny Martin, and I am a doctoral candidate at Virginia Tech entering the final phase of a Ph.D. program in Curriculum and Instruction: English Education. I have worked in education in the Valley for 20 years, as a teacher at Green Valley High School, an English coach for B.C.P.S., an adjunct instructor for ____ and ____ BC, and co-director of the Writing Academy at ____ College. A quick review of my CV at jennyleighmartin.com will give you a more in depth look at my path with education. For the last two years I have held a graduate teaching assistantship at Virginia Tech, living in Blacksburg three days a week during the school year. I just finished my coursework and I am now proceeding to conduct research in partial fulfillment for my degree.

My research interest is with New Literacies and writing instruction and I am requesting permission to conduct my dissertation research at Rockwater High School in one of Mrs. Wampler's ninth-grade classes. This case study research involves one classroom, for one unit of instruction, with the following focus questions:

1. How does one secondary language arts teacher use new literacies to teach voice to struggling writers?
2. What are participants' perceptions of these instructional choices?

The case study does involve an intervention to work with Mrs. Wampler to create a course wiki in conjunction with her existing unit on persuasive writing. Should the county approve this proposal, I would begin meeting with Mrs. Wampler upon approval, hopefully January 15, and I would exit the classroom no later than March 6.

I have received a letter from ____ granting permission to conduct my dissertation research at Rockwater, and now I would like to request your permission. If you should have any questions about the protection of human subject research participants regarding this study, feel free to contact Dr. David Moore, Chair, Virginia Tech Institutional Review Board for the Protection of Human Subjects, telephone: 540-231-4991; e-mail moored@vt.edu. Likewise, feel free to call me at 540-271-0378 if you have any questions regarding this study proposal.

With warm regards,

Jenny Martin

Appendix E

Images and names removed to protect
anonymity.

January 14, 2014

Mrs. Jenny Martin,

I am writing this letter granting approval to conduct your dissertation research on New Literacies and writing instruction at _____ as outlined in your IRB application submitted to me on January 2, 2014. I look forward to hearing about the results from your study.

Good Luck!

Assistant Superintendent

Cc: _____ Principal,

Appendix F

Dear Mrs. Wampler,

I am writing to formally invite you to participate in a research study during the 2013-2014 academic year. After our informal talks over the summer, I know that your unit that involves persuasive writing, along with your interest in incorporating more technology into the classroom, compliments my research on New Literacies and teaching writing. The study will specifically address two research questions:

1. How does one teacher in one classroom use new literacies to teach voice during a unit on persuasive writing?
2. What are students' perceptions of these instructional choices?

I would work with you on strategies for incorporating a course wiki into your existing curriculum.

If you are interested, perhaps I could meet you at Rockwater High School to answer any questions you may have. Additionally, I would need to formalize your participation with consent approved by Virginia Tech, and also gain approval from your administrators. However, I thought I would first just start with you to see if you are still interested in participating.

Thank you so much for your consideration. I appreciate how busy teachers are and will work with you to make this a bonus - not a burden - during your school year. We know that increasing students' digital literacy capacity and providing authentic writing instruction is necessary for students to be successful writers in the 21st century and for state standards to be met. I hope that this type of research will lead to informing the growing body of research on new literacies and teaching writing.

Best,
Jenny

Appendix G

Dear Mrs. Martin (Jenny),

I am extremely interested in your ideas for working with me as well as my students. I look forward to new technologies and am excited to grow as a professional.

I welcome this opportunity with enthusiasm!

Sincerely,

Mrs. Wampler

_____ (school)

Appendix H

Planning Agendas

Planning meeting 1, 1/16/2014. Topic of focus: Wiki orientation

- I. Communication of Research and Teacher Reflective Log (10 minutes)
- II. Initial semi-structured teacher interview (30 minutes)
- III. Definition of key terms: new literacies, wiki, and voice- (15 minutes)
 - A. new literacies definition
 - B. wiki- show video <http://www.youtube.com/watch?v=-dnL00TdmLY>
 - C. Justin Reich's (2012) "The State of Wiki Usage in U.S. K-12 Schools: A Summary for Educators"
 - D. Voice definition and resources
- IV. Wiki Examples (30 minutes)
 - A. Miss Lew's 7th grade ELA wiki <http://Mrs.lew.wikispaces.com/>
 - B. Teaching Adolescent Readers wiki <http://vtteachingyal2013.wikispaces.com/>
 - C. Secondary English wiki <http://nelsonsclass.wikispaces.com/>
- V. Writing Research to Consider (15 minutes)
 - A. Highlights from *Writing Next* (Graham & Perin, 2007)
 - B. Highlights from Applebee and Langer's research (2013)
- VI. Goals for next meeting based on Reich's (2012) guidelines (5 minutes)
 - A. Determine wiki usage learning goals
 - B. Begin rubric creation to communicate assessment criteria
 - C. Plan for development of early

Appendix H (cont.)

Planning Agendas

Planning Meeting 2, 1/23/2014. Topic of Focus: Wiki Usage (based on Reich's [2012] guidelines)

- I. Wiki usage learning goals (45 minutes)
 - A. Where do you see the wiki's place in your existing unit
 - B. What overarching learning goals do you want for the course wiki?
 - C. What features do you want on the course wiki?
- II. Project description and assessment (45 minutes)
 - A. Project ideas
 - B. Assessment criteria
 - C. Rubric format
- III. Plan for development of early norms of wiki usage(30 minutes)
 - A. Usage guidelines for students
 - B. Dates to reserve computer labs
- IV. Goals for next meeting
 - A. Create course wiki
 - B. Link any necessary content

Appendix H (cont.)

Planning Agendas

Planning Meeting 3, 1/29/2014. Topic of focus: Wiki creation (based on Reich's [2012] guidelines)

- I. Course wiki created (1 hour and 15 minutes)
 - A. Account created and tested at the school
 - B. Pages created
 - C. Projects created
- II. Assessment revisited (15 minutes)
- III. Unit and course wiki alignment revisited (15 minutes)
- IV. Students' selection based on inventories, writing folders, test scores and teacher observation (15 minutes)

Appendix I

Teacher's Reflective Log

Date:

Reflection:

Decision or Action Plan: (if one intended)

Appendix J

Writing Inventory

I would like you to reflect upon your experiences with writing, **both in school and out of school.**

PLEASE READ EXAMPLES IN PARENTHESES.

1. What do you talk with your friends about? (For example, hobbies, sports, things which evoke emotions, things that make you angry, excited, sad, etc.)
2. What drives you to do something? (For example, animals being abused, sports teams winning or losing, people littering, people bullying)
3. Describe the type of writing you do each week. Where do you write? For what purpose? Who is your audience? (For example, blogging, handwriting in a journal, texting, tweeting, any form of social network communication. To consider this question you can think about the place where you write and your purpose and audience for writing.)
4. Is there a piece of writing you have ever written of which you are especially proud?
5. If yes, to number 4, then what makes the piece of writing memorable?

Appendix J (cont.)

6. What elements of writing come easily for you? (For example, expressing your feelings, choosing the right words to convey your ideas, arguing your point, presenting information, etc.)

7. What kind of writing challenges you?

8. Do you ever share pieces you've written with your friends or family?

9. If yes, to number 8, what type of writing have you shared? Briefly describe the experience.

10. Name three of your favorite books and/or favorite authors?

11. What do you normally read in a week? (Consider books, magazines, textbooks, social network sites, text messages, etc.)

12. How did your favorite English teacher help you to become a better writer? What activities did you do with this teacher that you think improved your writing?

Appendix J (cont.)

13. In the area of technology, circle if you have done the following:

- Created web pages
- Written a blog post
- Commented on a person's blog
- Used presentation software (ex. PowerPoint)
- Used Google documents

14. Do you know what a wiki is?

Circle one: Yes or No

15. If yes, have you ever used a wiki in or out of school?

Circle one: Yes or No

If yes to #15, what purpose did the wiki serve?

Define/describe it in your own words as best you can.

16. Approximately how many hours a day do you spend active online? (Active includes reading and/or writing. Count time texting, on social network sites, using the internet for homework or personal purposes.)

Circle one:

0-1 hours 2-3 hours 3-4 hours 4-5 hours 6-7 hours

8 hours or more

17. **Your Race:** (*circle one*)

1. White	2. Black or African-American	3. Hispanic	4. Asian or Pacific Islander	5. American Indian	6. Other
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Appendix K

MUSIC Model of Academic Motivation Inventory- high school version

Directions:

These items ask you about your current ENGLISH CLASS and ENGLISH TEACHER. Please select one of the numbers from 1 to 6 below and write it in the space next to each question.

- | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------------|---|----------------------|-------------------|-------|-------------------|
| Strongly
disagree | Disagree | Somewhat
disagree | Somewhat
agree | Agree | Strongly
agree |
| <input type="text"/> | 1. I have choices in what I am allowed to do for my writing assignments in English class. | | | | |
| <input type="text"/> | 2. My English teacher is willing to assist me if I need help in class. | | | | |
| <input type="text"/> | 3. I enjoy completing writing assignments for English class. | | | | |
| <input type="text"/> | 4. I have the freedom to complete my writing for English class in my own way. | | | | |
| <input type="text"/> | 5. In general, writing assignments in English class are useful to me. | | | | |
| <input type="text"/> | 6. I feel that I can be successful in meeting the challenges with writing assignments. | | | | |
| <input type="text"/> | 7. My English teacher is friendly. | | | | |
| <input type="text"/> | 8. I am capable of getting a high grade on writing assignments. | | | | |
| <input type="text"/> | 9. I have options in how to achieve the goals for my writing in English class. | | | | |
| <input type="text"/> | 10. I am confident that I can succeed in writing assignments. | | | | |
| <input type="text"/> | 11. The knowledge I gain from writing in English class is important for my future. | | | | |
| <input type="text"/> | 12. My English teacher is respectful of me. | | | | |
| <input type="text"/> | 13. I have control over how I write in English class. | | | | |
| <input type="text"/> | 14. The writing instruction in English class holds my attention. | | | | |
| <input type="text"/> | 15. My English teacher cares about how well I do in this class. | | | | |
| <input type="text"/> | 16. During English class, I feel that I can be successful on writing assignments. | | | | |
| <input type="text"/> | 17. I find writing assignments in English class to be relevant to my future. | | | | |
| <input type="text"/> | 18. Class writing assignments are interesting to me. | | | | |

*(Modified with creator, Dr. Brett Jones, from available inventory found at www.MotivatingStudents.info)

Appendix L

MUSIC Model of Academic Motivation Inventory- high school version

Directions: These items ask you about your current **PERSUASIVE WRITING, WIKI USE, and ENGLISH TEACHER**. When you answer the questions think about what you have done in class since the beginning of this marking period in January.

Please select one of the numbers from 1 to 6 below and write it in the space next to each question.

1	2	3	4	5	6
Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree

- _____ 1. I have choices in what I am allowed to do for my writing assignments in English class.
- _____ 2. My English teacher is willing to assist me if I need help in class.
- _____ 3. I enjoy completing writing assignments for English class.
- _____ 4. I have the freedom to complete my writing for English class in my own way.
- _____ 5. In general, writing assignments in English class are useful to me.
- _____ 6. I feel that I can be successful in meeting the challenges with writing assignments.
- _____ 7. My English teacher is friendly.
- _____ 8. I am capable of getting a high grade on writing assignments.
- _____ 9. I have options in how to achieve the goals for my writing in English class.
- _____ 10. I am confident that I can succeed in writing assignments.
- _____ 11. The knowledge I gain from writing in English class is important for my future.
- _____ 12. My English teacher is respectful of me.
- _____ 13. I have control over how I write in English class.
- _____ 14. The writing instruction in English class holds my attention.
- _____ 15. My English teacher cares about how well I do in this class.
- _____ 16. During English class, I feel that I can be successful on writing assignments.
- _____ 17. I find writing assignments in English class to be relevant to my future.
- _____ 18. Class writing assignments are interesting to me.

Appendix M

End of Unit Teacher Interview Questions

These questions ask you about your current PERSUASIVE WRITING UNIT and WIKI USE. When you answer the questions think about what you have done since the first planning meeting in January. When thinking about using wiki with this unit:

- What are some things you liked? Things you disliked?
- What do you sense the students thought about writing on the wiki?
- Do you think they considered audience?
- Are there things you would keep or things you might change?
- Could you see a reason to use the wiki again?
- Is there anything else you'd like to share about using the wiki in this unit?

Teacher- MUSIC Model of Academic Motivation Interview Questions for End of Unit

1. eMpowerment

- a. What methods do you use in your teaching to give students control of their writing? AND/OR What types of choices do you give students with respect writing?
- b. To what extent does empowering students by using these methods seem to motivate students?

2. Usefulness

- a. What methods do you use in teaching writing to help students understand why your lessons are useful to their interests, to their career goals, and/or in the “real-world”?
- b. To what extent does showing students the usefulness of the material by using these methods seem to motivate students?

3. Success

- a. What methods do you use in your teaching writing to help students feel that they can succeed? You might consider things such as:
 - i. Do you clearly state your expectations for them?
 - ii. Do you think the writing activities are challenging in that they are not too hard or easy?
 - iii. Do you provide regular feedback about their level of competence in writing?
- b. To what extent do methods such as these which help students believe that they can succeed, seem to motivate students?

4. Interest

- a. What methods do you use in your writing instruction to interest students in the subject matter?
- b. To what extent do these methods to interest students seem to motivate students?

5. Caring

- a. What methods do you use to make students feel that you care about whether they achieve the writing objectives?
- b. To what extent do methods that make students feel cared for seem to motivate students?

6. Do you believe that some of these components (empowerment, usefulness, success, interest, or caring) are more important than others?

Appendix N

Student Interview Questions

Study 1 – The following questions were based on questions developed by:

Jones, B. D., Akalin, S., Schram, A., Fink, J., Chittum, J., Schnittka, C., & Evans, M. (2014, April). Elements of design-based science teaching that affect middle school students' motivation. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

For all these questions, answer them in thinking about this persuasive writing and wiki. FRONT OF BLOCKS – Not very – Somewhat -- Very

Empowerment

1. The small block means that you **had very little choice** over what you've been able to do persuasive writing and the wiki, the medium block means that you **had some choices** over what you were able to do with persuasive writing and the wiki, and the large block means that you **had a lot of choices** over what you were able to do with persuasive writing and the wiki.
 - a. Which block do you think shows how much choice you had over what you were able to do with persuasive writing and the wiki?
 - b. Okay, you picked the [small, medium, large] block.
 - c. What choices did you make in writing and using the wiki?
 - Can you tell me more about that?
 - Is there anything else you would like to add?
 - *If smallest block is chosen:* Why did you **have very little choice** over what you were able to do in writing and using the wiki?

Usefulness

2. This time, the small block means that what you have done with persuasive writing and the wiki will **not be very useful** to you in the future, the medium block means that what you have done with persuasive writing and the wiki will be **somewhat useful** to you in the future, and the large block means that what you have done with writing and the wiki will be **very useful** to you in the future.
 - a. Which block do you think shows how useful what you have done will be to you in the future?
 - b. Okay, you picked the [small, medium, large] block.
 - c. What have you done with writing and the wiki that will be useful to you in the future?
 - Can you tell me more about that?

Appendix N (cont.)

- Is there anything else you would like to add?
- *If smallest block is chosen*: Talk to me about why what you have done with writing and the wiki that will not be very useful to you in the future.

Success

3. The small block means that you **felt that you could not be very successful** at what you were doing, the medium block means that you **felt that you could be somewhat successful** at what you were doing, and the large block means that you **felt that you could be very successful** at what you were doing.
 - a. Which block do you think shows how successful you felt that you could be at what you were doing with persuasive writing and the wiki?
 - b. Okay, you picked the [small, medium, large] block.
 - c. What made you feel that you could be successful in writing and using the wiki?
 - Can you tell me more about that?
 - Is there anything else you would like to add?
 - *If smallest block is chosen*: Why did you **feel that you could not be successful** at what you were doing with the writing and wiki?
 - Were there times when you felt that you could not be successful with the persuasive writing and using the wiki?

Situational Interest

4. The small block means that persuasive writing and the wiki was **not very interesting** to you, the medium block means that learning about persuasive writing was **somewhat interesting** to you, and the large block means that learning about the writing and wiki was **very interesting** to you.
 - a. Which block do you think shows how interesting learning about the writing and wiki was to you?
 - b. Okay, you picked the [small, medium, large] block.
 - c. What was interesting about learning about the persuasive writing and wiki?
 - Can you tell me more about that?
 - Is there anything else you would like to add?
 - *If smallest block is chosen*: Why was learning about the persuasive writing and wiki not interesting to you?

Appendix N (cont.)

Academic Caring (teacher)

5. For this question, think about Mrs. Wampler. The small block means that she **cares very little about your success** in persuasive writing and using the wiki, the medium block means that she **cares some about your success**, and the large block means that she **cares a lot about your success**.
- a. Which block do you think shows how much she **cares about your success in persuasive writing and using the wiki**?
 - b. Okay, you picked the [small, medium, large] block.

How did they show that she cares about your success in persuasive writing and using the wiki?

- i. Can you tell me more about that?
- ii. Is there anything else you would like to add?
- iii. *If smallest block is chosen:* Why did you feel that she **cares very little about your success in persuasive writing and using the wiki**?

Voice and Writing

This last question does not involve the blocks.

6. How do you define “voice” in writing? What does voice in writing have to do with persuasion?

Appendix O

Email correspondence with Director of Information Management Regarding Teacher's Wish to Use Google Documents

_____ on Thursday, January 16, 2014 at 10:27 AM -0500 wrote:

Hi _____,

I would like to begin using google docs with my classes, but I need to set up a g-mail account.

What do I need to do to start a set-up for accounts for all of us?

Thanks,

Angie

P.S. Can you copy to my personal email account

From: _____ <k12.va.us>

Subject: Re: using google docs

Date: January 16, 2014 11:56:59 AM EST

To: _____ <k12.va.us>

Cc: _____

_____,

You should have received your Google Docs account just before Christmas break. That account is tied to PS and will be the proper way to interact with students as all student information needs to remain under the control of the school division. Students at the high schools will be issued Google Docs accounts next fall and you will then be able to work with them. We are currently only running some pilot projects involving student accounts.

Please let me know if you need additional information.

Appendix P

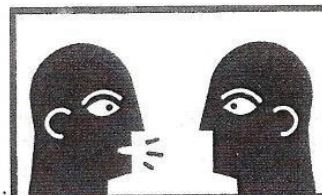
County Schools Writing Vocabulary for Secondary Teachers

- Ambiguity
- Analyze
- Anecdote
- Appropriate
- Assessment Rubric
- Audience
- Authentic
- Author
- Central idea
- Conclusion
- Counterclaims
- Development/Elaboration
- Diction
- Digression
- Editing versus revision
- Evaluate
- Evidence
- Expository Writing
- Ideas and Content
- Instruction versus assessment of writing
- Interpret
- Lead/Hook
- Media
- Mentor Text (student, teacher, professional piece)
- Mode
- Modifiers
- Mood
- Paraphrase
- Persuasive Argument Types (Ethos, Pathos, Logos)
- Point of View
- Relevance
- Sensory detail
- Snapshot
- Thesis Statement- Three point
- Thoughtshot
- Tone
- Transitions
- Unity (cohesion)
- Voice
- Word choice
- Writer's purpose/audience

Appendix Q

Attachments, Link, or Resources

Class Controversy!



Create a developed *persuasive argument* through our class discussion:

1. Generate ideas through your individual brainstorm.
2. Collaborate with your group to organize the ideas into solid arguments. Write at least FOUR of these supportive arguments in the appropriate box below.
3. As other groups present, *take notes!* Their ideas present possible counterarguments and may inspire more ideas to defend your side of the argument.

Prompt	Group 1: PRO	Group 2: CON

Appendix R

PERSUASIVE PAPER FRAMEWORK

Introduction: (Paragraph 1)

Attention grabber (Lead):
Necessary Information – sometimes optional (Background):
Thesis:

Reason #1 (Paragraph 2)

Topic sentence:
Example:
Explanation/details (what does your example show?):

Appendix R (cont.)

Concluding Sentence:

Reason #2 (Paragraph 3)

Topic sentence:
Example:
Explanation/details (what does your example show?):
Concluding Sentence:

Appendix R (cont.)

Reason #3 (Paragraph 4)

Topic sentence:
Example:
Explanation/details (what does your example show?):
Concluding Sentence:

Counterargument and Conclusion (So What?) (Paragraph 5)

Topic sentence (state a possible counterargument):
Sum up main points:

Appendix S

Introduction to Voice

Now let's think about voice in reading and writing. Writers make conscious choices, too, and good readers learn to recognize and understand the effects of these choices. It is these choices that create voice. Let's start with a very simple sentence.

Read and think:

The little pink fishes swam upstream and died.

Talk about it:

1. Is this sentence sad? Think about this carefully. Don't focus on the idea of a dying fish. Instead, focus on the sentence itself and the effect it produces. Does the sentence make you feel sad, or like crying, when you read it? Why or why not?
2. Most people will agree that the sentence is not very sad. Why? What specific characteristics in the sentence keep it from being sad? As you identify these characteristics, you are beginning to look at the tools writers have to choose from as they create voice.

Now you try it:

Write a sad version of the sentence, *The little pink fishes swam upstream and died*. What did you do to make it sad? In other words, what conscious choices did you make? As you make this sentence sad, you are on your way to using voice in your writing.

Appendix S (cont.)

Elements of Voice

Writing with a clear voice doesn't just happen; it requires conscious choices. To appreciate voice in reading and to write with your own clear voice, you have to understand and practice the basic elements of voice:

- Diction
- Detail
- Figurative language
- Imagery
- Syntax
- Tone

Diction refers to the choice of words and is the foundation of voice and all good writing. **Detail** refers to the facts, observations, and incidents that develop a topic. Writing is flat and boring without detail. **Figurative language** is the use of words in an unusual way to reveal new meaning, meaning that is not literal and makes the reader think. **Imagery** is the use of words to capture a sensory experience (what you hear, see, smell, taste, or touch). Imagery brings life to what you write and makes it seem real. **Syntax** includes sentence structure, word order, and punctuation. Controlling syntax is one way to express ideas and thoughts in a fully developed, mature way. Finally, **tone** is the expression of attitude in writing. Writers express tone through the use of diction, detail, imagery, figurative language, and syntax. We will consider each of these elements of voice separately as we introduce voice and provide practice in the exercises that follow.

In the pages that follow, you will learn more about the elements of voice and how famous writers use these elements. You will also learn how to express your own voice clearly in writing. Don't expect to master everything at once, but you will learn to think about reading and writing differently as you work through the exercises of this book. Good luck to you as you learn to model and master voice lessons. May the conscious choices you make ring strong and true.

Appendix T

Name _____ Total Score (out of 20 points) _____ Letter Grade _____

Scoring Rubric for Annotating Articles

4	3	2	1
---	---	---	---

Highlighting, Circling, and Underlining

1. Vocabulary	4 or more problematic words are identified and defined	Fewer than 4 problematic words are identified and defined	All or some problematic words are identified but definitions are sparse	No vocabulary words are identified or defined
2. Main Idea	Clearly and accurately identifies the main idea of the text	Partially identifies the main idea of the text	Attempts to but inaccurately identifies the main idea of the text	The main idea is not identified
3. Supporting Details	Clearly and accurately identifies several key supporting details	Accurately identifies only a minimum of key supporting details	Attempts to identify key supporting details but most are inaccurate (superfluous information)	No supporting details are identified

Annotations and Notes in Margins

4. Inferences/Conclusions	Makes at least 5 logical and relevant notes that paraphrase/react to, comment on, or evaluate the text	Makes 4-5 logical and relevant notes with no more than 2 that might fail to paraphrase/react to, comment on, or evaluate the text	Makes 3 or fewer local and relevant notes and/or notes that significantly miss paraphrasing/reacting to, commenting on, or evaluating the text	No notes annotated notes are included
5. Questions	At least 3 questions relating to the text are present and the types of questions vary (see Key below)	There are 3 or fewer questions; the questions are within the same type; and/or the questions are irrelevant to the text	There is only one question and/or the question is irrelevant to the text	No question is included

Key for Types of Questions

1. Author's motivation/purpose
2. Author's style/rhetoric and/or persuasive devices/logical appeals (pathos/logos/ethos)
3. Factual data/evidence
4. Opinion (author's or reader's)

Grade Conversion

A⁺ – 20 points A – 18-19 points B – 16-17 points C – 14-15 points D – 12-13 points F – 11 points or fewer

Appendix T (cont.)

	A+	A	B	C
Article of the Week	20 points	18 points	16 points	14 points
Article Annotation Connection, question, confusion	7+ highlights and notes	6+ highlights and notes	5+ highlights and notes	4 or fewer highlights or notes
One-Page Reflection	Reflection demonstrates: Original thought, Analyzes author's purpose and intended audience. Extends or connects to topic of article.	Reflection demonstrates: Some original thought, Analyzes author's purpose and intended audience. Extends or connects to topic of article.	Reflection demonstrates: Analyzes author's purpose and intended audience. Does not extend conversation of topic.	Reflection demonstrates: Summary of article. Does not analyze author's purpose and the intended audience. Does not extend conversation of topic.
Mechanics & Form	Neat and free of typographical, grammar, and spelling errors.	Neat and few typographical, grammar, and spelling errors.	Acceptable with some typographical, grammar, and spelling errors.	Not neatly presented, typographical, grammar, and spelling errors.

Appendix T (cont.)

Article Analysis

Periodically, you will be given an article for analysis.

Each time you are required to:

- Read and re-read the article
- Demonstrate a close reading of the text by highlighting your confusion and annotating connections
- Write a one-page response

Guidelines for writing your response:

- Please do NOT summarize the article. I've read the article. You've read the article. No need to prove it by telling me what I already know.
- We are looking for you to respond to the article.
- Here are some stem statements that might help you write a one-page response.

In my reading I noticed...

- Something I hadn't thought about before is...
- Something I learned is...
- Something I found difficult about this source is...
- Something I learned about myself from this resource is...
- Something I'll have to learn more about as result of my reading is...
- A problem I had is...
- This helped me understand...
- As a teenager, I care about this article because...
- As a teenager, I do not care about this article because...
- Choose your two favorite quotes from the article and write a reflection for both.
- Write down and explain five things you learned by reading this article. Then, write a response explaining which thing is the most important for you to know.
- Pick out a paragraph where the author is most effective. Maybe he or she creates tension, is forceful, etc. Explain the effectiveness of that paragraph.
- Free response. Respond to the article in any way you see fit. (Just remember not to summarize the article, I read the same article you did!)

Appendix U

80 Persuasive Essay Topics

1. Should students be allowed to have cell phones in elementary and high schools?
2. Should students have to wear uniforms?
3. Should college athletes be paid for playing?
4. Should the elderly receive free bus rides?
5. Should state colleges be free to attend?
6. Should all American citizens have to complete a year of community service?
7. Should students be required to take Spanish classes?
8. Should marijuana be legal for medicinal purposes?
9. Should the voting age be lowered to thirteen?
10. Should the driving age be raised to twenty-one?
11. Should students be paid for having good grades?
12. Should illegal immigrants be allowed to get drivers licenses?
13. Should not wearing a seatbelt be illegal?
14. Should students' textbooks be replaced by notebook computers?
15. Should students have to pass a basic skills test to graduate high school?
16. Should schools raise money by selling candy and sugary soft drinks to students?
17. Should schools serve french-fries and fried potato products to students at lunch?
18. Should students' grades in gym affect their grade point averages?
19. Should girls be allowed to play on boys sports teams?
20. Should teens be able to buy violent video games?
21. Should boys and girls be in separate classes?
22. Should our country have a universal health care program?
23. Should immigration laws be reformed?
24. Should the federal government recognize civil unions?
25. Should people who download music and movies illegally be punished?
26. Should school athletes have to be on the honor roll to play in games?
27. Should music with curse words be allowed at school dances?
28. Should public schools begin the day with a silent prayer time?
29. Should students be able to listen to MP3 players on headphones during study hall?
30. Should schools offer fast food options like McDonalds or Taco Bell?
31. Should smoking be allowed at parks and other outdoor public venues?
32. Should cities offer free public Wi-Fi?
33. Should the government place a tax on junk food and fatty snacks?
34. Should people travelling in airplanes have to undergo intensive security screenings?
35. Should teachers have to pass a basic skills test every ten years to renew certification?
36. Should people be allowed to keep exotic animals like chimpanzees or tigers?
37. Should there be an ordinance citing people who fail to recycle \$50?
38. Should there be an ordinance citing people who play music too loudly?
39. Should celebrities who break the law face stricter penalties?
40. Should larger passengers have to pay for two plane or movie theater tickets?

2/20/14

Appendix U (cont.)

1. Should people have to get a license to become parents?
 2. Should there be tougher federal restrictions for content on the internet?
 3. Should people be allowed to curse on daytime television?
 4. Should owners be legally accountable for clearing snow from sidewalks on their property?
 5. Should sexual education be taught in public schools?
 6. Should students be able to get free condoms at school?
 7. Should students who commit cyberbullying be suspended from school?
 8. Should corporations be allowed to advertise in schools?
 9. Should students be allowed to eat during class?
 10. Should more be done to protect and preserve endangered animals?
 11. Is it appropriate for students and teachers to be friends on Facebook?
 12. Should students have open campus lunch periods?
 13. Should the death penalty be used to punish violent criminals?
 14. Should students learn about world religions in public schools?
 15. Should schools start later in the morning?
 16. Should the USA end overseas military operations?
 17. Should politicians be allowed to accept campaign contributions from corporate lobbyists?
 18. Should people with terminal illnesses have the right to doctor assisted suicides?
 19. Should stem cell researchers be able to use the stem cells from aborted babies to cure diseases?
 20. Should school athletes have to take drug tests?
 21. Should professional athletes have to take drug tests?
 22. Should America convert to the metric system?
 23. Should high school students have to complete community service hours to graduate?
 24. Should teens over 13 years be allowed into R rated movies?
 25. Should state tests be given in other languages for ESL students?
 26. Should scientists be allowed to test products intended for human use on animals?
 27. Should unhealthy fast food products be sold with a warning label?
 28. Should students or teachers receive money for scoring well on standardized tests?
 29. Should everyone under the age of 17 have a 9:00 PM curfew?
 30. Should schools with low scores on standardized tests be closed?
 31. Should students be allowed to drop out before they turn 18 years old?
 32. Should students as young as fourteen be allowed to hold jobs?
 33. Should American families have a two child max rule to limit population growth?
34. Should children younger than thirteen be allowed to watch MTV or music videos?
 35. Should people who are caught driving drunk lose their licenses for a year?
 36. Should students who fail their classes be retained and have to repeat the grade?
 37. Should female construction workers earn the same wages as males?
 38. Should gambling and sports betting be illegal or should the government regulate it?
 39. Should children who commit violent crimes be tried as adults?
 40. Should the government be allowed to detain suspected terrorists without trial?

Appendix V



Office of Research Compliance
 Institutional Review Board
 North End Center, Suite 4120, Virginia Tech
 300 Turner Street NW
 Blacksburg, Virginia 24061
 540/231-4606 Fax 540/231-0959
 email irb@vt.edu
 website <http://www.irb.vt.edu>

MEMORANDUM

DATE: December 20, 2013
TO: Jenny M Martin, Amy Price Azano
FROM: Virginia Tech Institutional Review Board (FWA00000572, expires April 25, 2018)
PROTOCOL TITLE: A Secondary English Teacher's Use of New Literacies and Voice with Struggling Writers
IRB NUMBER: 13-914

Effective December 20, 2013, the Virginia Tech Institutional Review Board (IRB) Chair, David M Moore, approved the New Application request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at:

<http://www.irb.vt.edu/pages/responsibilities.htm>

(Please review responsibilities before the commencement of your research.)

PROTOCOL INFORMATION:

Approved As: **Expedited, under 45 CFR 46.110 category(ies) 6,7**
 Protocol Approval Date: **December 20, 2013**
 Protocol Expiration Date: **December 19, 2014**
 Continuing Review Due Date*: **December 5, 2014**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

Invent the Future

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
 An equal opportunity, affirmative action institution