The Screencast Tutorial is available at <http://screencast.com/t/uxctt16MA>

**Overview of Experience**

For my instructional experience, I made a screencast tutorial using jing, demonstrating how to check out an e-book on Overdrive. My school district recently purchased a subscription to Overdrive and it is now up and running; I will be having seventh and eighth grade students watch this tutorial when they return from spring break to introduce them to the new subscription, and teach them how to use it. The great thing about Overdrive is that it can be used with almost any e-reading device: Kindle, Nook, iPhone, iPad, iPod Touch, android phone, or just a computer. In order to read books on a cell phone or e-reader, an application or special software would have to be downloaded. In my screencast tutorial, I demonstrate how to use a format entitled Overdrive Read, and no app or software is needed. I thought this would be the best option to show the students, since I would estimate less than half of them would have some type of device on which to read an e-book.

**Description of instruction design model used and review of the process followed**

I chose to use the ASSURE model of instructional design.

*Analyze learners*

My learners are seventh and eighth grade students, ages 12 to 14 years old. The majority come from low income families, with 82% of students on the free or reduced lunch program. While most students will not have a device to read an electronic book, I would say that the majority do have a computer at home. Plus, devices are becoming more and more affordable, so the number of students having devices will be go up. The school district also has plans to give students tablets in the very near future.

*State objectives*

Audience: Seventh and eighth grade students

Behavior: Download an e-book

Conditions: Given a desktop or laptop computer

Degree: 100% of the time

Given a desktop or laptop computer, seventh and eighth grade students will be able to successfully download an e-book, 100% of the time.

*Select media, methods, and materials*

I have recorded a screencast tutorial using Jing that will demonstrate to students how to download a book. There is a computer lab in the library, and they will log in to their account. I am planning on putting the tutorial on My Big Campus, an educational interface for our students, where they will be able to watch it.

*Utilize media and materials*

Media and materials utilized will be a computer, the Jing tutorial, and My Big Campus.

*Require learner participation*

Once students have watched the tutorial, they will log in to Overdrive themselves, and download an e-book.

*Evaluate and revise*

I will evaluate students by observation. I will walk around to check if they were successful; if not, I will offer help.

**Established need (based on at least two professional sources).**

**How will the experience address needs?**

Accessing information and books digitally is a twenty-first century skill that students need to know. Although electronic books can be a controversial topic for publishers and for readers, it is only gaining popularity. According to Ramaiah, “advantages of e-books are many, including easy to carry, saving space, convenience, saving money and time, and ease-of-use” (79). In regard to children and e-books, Killeen states e-books have “the advantages of motivating that reluctant reader, impressing the sophisticated ‘tween, and granting experiences to the ‘have-nots’” (60).

E-books are not popular with everyone, creating licensing issues for authors and publishers, with libraries caught in the middle. Ramaiah states that “readers generally take longer to read an e-book than its printed counterpart” (80), as much as ten percent. Killeen lists several other positives that printed books bring to children, like helping “slow the pace of daily life, extend the quiet times, and grant stability to a child’s world (61). Then there is the fact that some people just like to hold a book, and turn the pages themselves.

There are positives and negatives when it comes to e-books, but the fact remains that they do solve some problems, like space, that libraries will continue to face. Technology brings changes to our world, which is difficult, but it brings positive things as well. Since my district purchased an e-book subscription, I have been using my Kindle more (I acquired it a year ago, but it has just been sitting on a shelf), and I have the Kindle app on my (android) cell phone and my iPad. I was able to conveniently read when I was in the dentist office with my son this past week, and while I was waiting for my daughter’s soccer practice to end. I didn’t have to lug a big book around, or remember to bring it. The apps automatically bookmark my place, so I can easily read using either device. Pretty cool!

**Audience characteristics and implications with justification for specific target audience**

As stated earlier, my learners are seventh and eighth grade students, boys and girls, aged 12 to 14. They have a wide range of reading levels, learning styles, and socio-economic statuses, although 82% of students are on the free or reduced lunch program. They are typical middle schoolers, with a short attention span. They should all be familiar with the computer, and be able to log in with their username and password. Most students should be a little familiar with e-books, if only just knowing what they are, but I’m anticipating a few won’t even know that much. Generally, students are very interested in the computer, and learning skills associated with it, so I am expecting a high interest in this lesson.

Many may feel some apprehension about downloading an e-book, typical with using any new technology. But then, that is what the tutorial will help with. I will introduce the topic of e-books verbally with students when they come in, give a short definition, explain the tutorial they will watch, then give students a chance to check out their own book.

**Standards listed or professional need established**

American Association of School Librarians (AASL) Standards for the 21st Century Learner

Standard 4: Pursue personal and aesthetic growth.

4.1 Skills

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.4 Seek information for personal learning in a variety of formats and genres.

National Education Technology Standards (NETS)

Standard 6: Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations.

1. Understand and use technology systems
2. Select and use applications effectively and productively

**Instructional goal stated**

The goal for this lesson is to make students aware of the new e-book collection that is available to them, and for students to be able to successfully download an e-book onto their account. Although I will be teaching them to use the Overdrive Read format, I will also let students know that they can use other devices, and can provide instruction at a later time on how to do that. I also want students to know that they can access their account from home, if they have a computer with internet access.

**Learning objectives stated**

Given a desktop or laptop computer, seventh and eighth grade students will be able to successfully download an e-book, 100% of the time.

**Assessment matched to objectives and integrated into instructional materials**

I will assess students’ success in downloading an e-book by observation. I will walk around and observe students as they log in, search for a book, and download one onto their account. The Language Arts teacher can help with this as well. Near the end of the class, I will ask for a show of hands for those who had trouble and those who were successful. The teacher and I can help those who are having trouble.

**Learning theories described and applied (based on 2 professional sources)**

I applied David Kolb’s experiential learning theory to my lesson. According to Lamb, this theory is a four-stage cycle of learning “to show how experience is translated into concept formation” (Learning Theory). The four stages are do, observe, think, and plan. Leavitt says, “This learning process is characterized as a cycle in which the learner proceeds through the sequence of experiencing, reflecting, thinking and acting in a repeated progression that is unique to each learning circumstance” (7). Classroom based experiential learning was developed in the 1980’s in contrast to “traditional lecture-style classroom teaching and its associated passive learning techniques” (Gresham). It provides an opportunity “to teach students how to become involved in their learning, relate theory to practice, and reflect upon what they are doing (Gresham). In this lesson, students will get the hands-on experience of actually downloading an e-book after watching a video tutorial.

**Results of three one-to-one formative evaluation subjects**

1. I had my daughter view the tutorial, then had her log in to her account and try to check out a book. She is in eighth grade, age 13, and in the honors program at school, yet she still needed help downloading a book! She clicked on the borrow button without checking for the Overdrive Read format. She said the video was clear, but maybe I should talk about the other formats, or show what happens with another format. I am not going to change the video, but that is a very good indicator of what many students will do. I only have five minutes with a Jing video, and I could make a longer one with SnagIt, but I think it’s important to just demonstrate what I want students to do; they could get confused if I add a bunch of things like “what would happen if I hit this button”. I think I will verbally remind students, once they are ready to start searching, to make sure to check for the Overdrive Read format before they click on the borrow button.
2. Next, I had my son give it a shot. He is a sophomore in high school, age 16. He watched the video then tried to log in and download a book. The only problem he had was not his fault; when I was familiarizing myself with Overdrive, I was checking books in and out, and ended up having to use my children’s accounts, because with some books, you do not have the option to “return” it; you just have to wait two weeks for it to go off your account. I have two books out to me that I cannot return, so I used my son’s account, and checked out two other books that cannot be returned! While he was not able to download a book, he was able to follow the steps. His suggestion was that I talk about the links at the top, “My Account” and “My Locker”. I appreciated that suggestion, but again, I have the time constraint, and I wanted to keep it short. I will encourage students to “look around” on the website, to familiarize themselves with it, and click on the tabs.
3. My third victim, er, student, is a junior in high school, age 17. I emailed him the link to the tutorial, and asked him to watch it, then try to log on and download a book. He watched the tutorial, logged onto his account, and downloaded a book with no problems. He said he did not have any trouble remembering all the steps, and was reading the book he checked out. Yeah! He did not have any suggestions for improvement. When I asked about explaining the links at the top of the page, he said he just explored those on his own, and was able to figure out what they were. He does have an iPhone, but I told him to ask his parents first before downloading the app and reading books; I don’t want students getting in trouble!

I did notice one mistake, and it’s interesting none of my evaluators caught it. I said click on the left side of the page to turn the page, and it’s the right. When you first download a book, on the left there is a picture on the left of a page, showing where to click your curser to turn the page, so I think that’s why I said left. But the picture doesn’t show up for me anymore. The kids obviously figured it out!

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