

Faculty Innovator Grant 2011
Center for Learning Technologies

Final Report Form

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Project Title: (10 words or less)	Using Nooks and Kindles in School Libraries

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1. Describe the specific teaching and learning issues being addressed by the proposal.

School libraries have begun to offer students access to e-books and e-readers and librarians will increasingly be expected to select these materials and offer guidance in their use. Our students need experiences with these devices as part of their professional preparation and a chance to consider the issues related to selecting, purchasing, and using them in schools.

2. Describe the revised specific teaching and learning issues being addressed by the proposal (if applicable):

Students also were given the opportunity to compare and contrast book apps on the various devices purchased by the grant. Our original budget request included a charging cart for e-readers but the award amount was not sufficient so the decision was made to purchase 3 IPod Touches to compare as well and allow students to consider a few apps available on devices.

3. Describe the development activities involved addressing the learning or teaching issue.

As possible, book titles were loaded on multiple devices so that students could compare picture books, graphic novels, and reference books across devices and have some experience with Apps on the Color Nook and the IPOD Touch. Students also completed a comparison chart of the features of the various E-Reading devices. A summary table is attached. Examining several devices side by side allowed students to compare and contrast the ease of use and special features of the various devices. Students also had the opportunity to explore various apps available on the Color Nook or the IPod Touch including QR codes. Several students continue to email us with ways they have gone on to use QR Codes in their classrooms.

Students in LIBS 678 were on campus for three days and had extensive opportunities to examine and compare the various devices. They were also able to use the devices in "literature circles." As an assignment, all students had read *The Book Whisperer* which was loaded on all of the Kindles. Students participated in an on campus literature circle using the Kindles to discuss the book. This is one application of E-readers that is very relevant for schools. In one activity students in one group chose passages to highlight and annotate and then passed that device to the next group who had to locate those passages and respond.

4. Describe the learning outcomes attained by the project.

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- Students had experience using both the Nook and Kindle in order to compare the two devices and their usefulness for school.
- Students had experience selecting and downloading books for purchase and exploring free books and other materials available for the devices.
- Students explored issues related to ease of use and accessibility when using these devices with students in K-12 settings including their use with diverse learners.
- Students had experience sharing literature as delivered on these devices.

5. Describe unexpected outcomes, if any.

We learned about numerous issues that were problematic related to acquiring e-book titles including requiring the use of a credit card and logging into a wireless network such as the one on ODU campus that requires web authentication. The instructor and financial tech worked together to purchase and download titles and these purchasing issues were shared with students.

Many of our students remarked that this experience would allow them to advocate for the purchase of e-readers and e-books in schools.

6. Describe the impact of the completed project on your colleagues, department, college, or community.

Since the summer class, these devices have been shared with LIBS 642, a children's literature class. We are also taking advantage of the ability to load a title on multiple devices and the highlighting and annotation feature in our research involving a content analysis of award-winning children's literature.

7. Describe how the project can be a model, template, or prototype for use by other instructors.

Several of our participants remarked that they had not had the experience of working with any e-reader prior to this project while others only had experience with one type of device; the ability to compare the same books across several devices was enlightening for students. We have used the activities developed for this project in Children's literature classes and believe a similar project would be of interest to those teaching reading or studying literature in other contexts.

8. Describe the technology used to help address the issues described in the proposal.

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The FIG grant allowed us to purchase a set of 6 Kindles, a color Nook, 4 Nook Classics, and 3 Simple Touch Nooks. Additionally we purchased 3 IPOD Touches to compare as e-readers and to consider as classroom alternatives to cell phones.

9. Describe products, if any, that are a result of the project.

Students also completed a comparison chart of the features of the various E-Reading devices. A summary table is attached. Examining several devices side by side allowed students to compare and contrast the ease of use and special features of the various devices.

10. Describe the future plans for this project, if any.

We have plans to use them again in Summer 2012 hopefully alongside a set of IPADS from the Learning Commons at Perry Library. We are developing procedures to make them available to other classes and faculty through check out from the Learning Resources Center.

11. Attach a financial report with updated Budget Plan Matrix.

Final Budget Matrix

Budget Item (equipment, personnel, software, etc.)	Qty	Total Cost	Source of Funds	
			Amount from FIG	Amount from Other Source
Kindle E-Readers	5	718.94	718.94	
Nook E-Readers	7	1008.97	1008.97*	
I-Pod Touches	3	600.00	600.00	
Nook books	8	81.78	81.78	
Kindle books	6	52.35	52.35	

*Originally \$1045.22 was spent for Nook e-readers -- \$36.25 in sales tax was later credited.