Annotated Bibliography

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Research Question:

What are the effects of tablet technology on literacy in the classroom?

Annotations:


This book, specifically chapter 1, talks about teacher and student usage of iPads in the classroom. At first the chapter covers the different kinds of implementation of online and blended learning that can be implemented in the classroom. The chart that specifies how the different apps can be used and their functions was very informative and could be a great resource for many educators trying to implement this kind of technology in their own classroom. The challenges section provides areas that could be further researched for intervention and solutions.


This study is relevant to the research question because it shows the effects of ipads, or similar tablets, used in the pre-school aged classroom. This study had real life examples shown and found that there were emergent literacy connections made between the implementation of the technology in the classroom and the increased literacy of the children. The drawings in particular solidify that the small children were able to express themselves through the technology to link their emotions to the literature.

This article is different from the other literature covered here because it focuses on a librarian point of view. This article provides information about connectivism with the use of devices and literacy instruction that librarians provide. The article also provides a good background of what connectivism theory is and how it can be implemented.


This article has a very in depth and complete background of research on tablets and implementation of them in the classroom. The authors also cover the different uses of tablets in different environments and the impacts that they have in those specific environments.


This article covered a study of eight middle school classrooms that had a one to one iPad program. This study is relevant because while highlighting the benefits, the authors made good note of the difficulties and distractions that have been created because of the implementation. The main point for discussion at the end of the article is that there must be effective teacher training for the implementation to be successful.

This article provides a contribution to the continuing dialogue of how to implement iPads in the classroom to develop literacy. The article contributes to providing tools for implementation and how to attempt to be successful. Specifically, this article provides research evidence on how to implement specific parts and apps of the iPad in order to increase literacy skills for students. Story literacy is significantly discussed throughout the article. Further research is discussed and needed to answer question that the authors pose at the end of the article.


This article focuses on special education and the use of iPads to support literacy learning. This is a case study of a school in the Midlands where students of 3 to 19 years old were observed while implementing these technologies on literacy activities. Teacher and student perspectives are also shown in this article and there is a comprehensive discussion about future implications and research areas on this topic.

This article resembles a case study of two boys that are attending a child center in New Zealand. The center had just introduced iPads into the class and the article provides information about what the children experienced. The article had the purpose of igniting further research in the area and states that this was just a beginning for them. One point made at the end of the article is that there is much pressure to make sure our students are successful literacy wise. We must take into consideration the risks with implementing new technology and really research the effects of them.


This is a case study of a first grade inclusion classroom. The teacher implements a specific intervention called Storybird on the iPad. The results of the study are shown. Most of the students exceeded the learning objective after working in their groups and discussing the activity together. Some students had difficulty on the iPad which I wanted to learn more about.

This article is based on research taking place at the William Paterson University reading clinic. The authors offer suggestions and strategies for evaluating and incorporating the correct technology for specific literacy interventions. The authors state there is a high need for further research in the use of digital tablets to help create individualized and personalized plans for students with diverse needs, especially those with learning disabilities.


This is a three-week case study of a 4th grade teacher who implemented ipads in her classroom to try to aim at her literacy goals. The teacher provides examples of what she did in the classroom and provides a possible background on how to implement in the classroom. This is relevant to the research question because she is specifically targeting literacy in her classroom.

(These authors are previously listed, but this is a different article) This article builds on the previous research that these authors have completed. This seems to be more of an update/implementation on their previous work. In this article the authors identify four themes that they feel are supported in the classroom through the correct usage of Ipads to support literacy instruction.


This study focuses more on the librarian and librarian staff point of view. The case study showed the process between the staff and implementing an English as a Foreign Language course. iBooks and iPads were used. The article states that this provided new opportunities for everyone involved and that the hands on activities were engaging for students.


This article covers the use of tablets and digital technologies to influence mother tongue teachers in preschools in Sweden. The article focuses that although using the technologies are very convenient, teachers want to know and have a plan on how to use them appropriately. The teachers felt that they would be much more successful with the correct training and intervention plans.

The unique factor of this specific reading from this book is that it covers lots of different apps and how they are used in digital learning. Also the demographics and data given in this chapter are very informative and give great insight into exactly what is being used in the classroom. As the author states, there is not enough research and insight in this area when it really should be a major focus of the educational system.


This small article provides small insight into students who are reluctant readers. Specifically, the literature review is helpful. There are no results displayed in this article, but can probably be found somewhere else. The implications state that using the iPads to reinforce literacy learning goals can help the students to become successful and improve their comprehension skills.

This article discusses the use of iPads in young children that are between 14-22 months, specifically using a two story-app sharing interaction with an adult. The setting of the study takes place in England. There are implications for further review which really took my attention in this article. There is room for improvement in the type of apps and the way we implement them with children. Another specific intriguing issue brought from this article is that of socio-cultural issues that can arise from the data provided.


This study reviews the implementation of tablets at home and at school. The article builds upon theoretical framework and shows the reader both pros and cons of the implementation. The article suggests that the scaffolding and the way the technology is implemented at home or at school will either enhance or inhibit the early literacy learning skills.


This article seeks to broaden the literature that exists on tablets and literacy for children. The article provides pros and cons of using the tablets for literacy purposes. The authors seek find how to make sure that this is quality instruction through literacy apps and that there is a scaffolding of use at the home and in class. Future research is also discussed in this article.

This article covers a new way to introduce iPads into the classroom. The gradual release system of implementing iPads/tablets into the classroom along with direct instruction and modeling is shown in this article. This follows on the teacher training side of how to implement technology into the classroom in order to maximize student success.


This article demonstrates the use of one to one laptops in the classroom. The research was conducted through semester length experiences. The article illustrates the successful techniques of also implementing technology, including iPads, into the classroom for the technology experience.


Although this study is a bit outdated, it still provides good information on implementation of these technologies in the classroom. The author discusses the cases of four different teachers, three from the US and one from Nigeria. The author creates a case study of how these teachers incorporated these different technologies in their classroom to change the literacy instruction and change student learning.

This study is unique from the others because the researchers are currently (although this may already be done) studying classrooms in three different countries that are implementing iPads. The students' interactions in the digital platform are being tracked to see if there is gained literacy and the current capability of the students reading and writing.


This article relates to the research question because it covers the writing part of literacy. The author covers a student-directed process to writing with the iPads. This system allows for students to communicate and collaborate effectively while still incorporating the technology.


This article provides a review of literature for the reader of both qualitative and quantitative studies dealing with tablets and incorporating them in educational environments. The preliminary study provides evidence to support that implementing technology provides positive effects for students. The positive perceptions provided are discussed.

This article focuses on providing specific literacy intervention via tablets for 1st grade learners in an urban school environment. The study tested the ability of the intervention to increase the literacy skills of the 1st graders. The study was found to be successful for building literacy skills and could also be used for remediation practice as well.