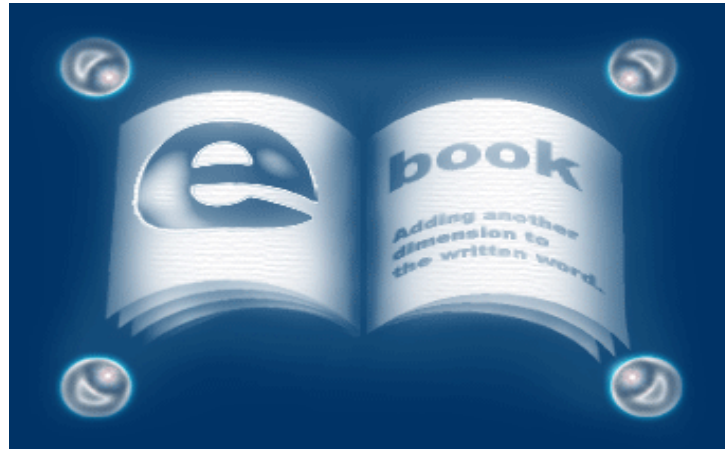


eBooks in Education

**When we say eBook is that what we really mean?
Or do we mean something else?**



Do we mean Apps?

Do we mean Transmedia?

What our are expectations?

What do Schools Want?

What do Schools Need?

- Platform agnostic
- Fluidity (allowing for access via whiteboard, computer, remotely, on a smart phone or tablet,etc.)
- Has to support Common Core
- Supports for Struggling Readers
- Products that include POV

When we talk about Learning Outcomes in K-12 Education, the new reality is **Common Core...**



Common Core, in Short...

- Aligned with college and work expectations;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Informed by top-performing countries, so that all students are prepared to succeed in our global economy and society; and,
- Evidence and/or research-based.

Inside the Common Core: Grades 4–5 Text Exemplars

Stories

Carroll, Lewis. Alice's Adventures in Wonderland
Burnett, Frances Hodgson. The Secret Garden
Farley, Walter. The Black Stallion
Saint-Exupéry, Antoine de. The Little Prince
Babbitt, Natalie. Tuck Everlasting
Singer, Isaac Bashevis. "Zlateh the Goat."
Hamilton, Virginia. M. C. Higgins, the Great
Jing-jing, Louise. The Birchbark House
Curtis, Christopher Paul. Bud, Not Buddy
Lin, Grace. Where the Mountain Meets the Moon

History, social studies, science, and technical subjects

Montgomery, Sy. Quest for the Tree Kangaroo:
An Expedition to the Cloud Forest of New Guinea
Simon, Seymour. Volcanoes
Nelson, Kadir. We Are the Ship: The Story of Negro League Baseball
Cutler, Nellie Gonzalez. "Kenya's."
Sample Performance Tasks for Informational Texts
Long Dry Season."
Hall, Leslie. "Seeing Eye to Eye."
Ronan, Colin A. "Telescopes
Buckmaster, Henrietta. "Underground Railroad

Informational Texts

Berger, Melvin. Discovering Mars: The Amazing Story of the Red Planet
Carlisle, Madelyn Wood. Let's Investigate Marvelously Meaningful Maps
Lauber, Patricia. Hurricanes: Earth's Mightiest Storms
Ottifoski, Steve. The Kid's Guide to Money: Earning It,
Saving It, Spending It, Growing It, Sharing It
Wulfson, Don. Toys!: Amazing Stories Behind Some Great Inventions
Schleichert, Elizabeth. "Good Pet, Bad Pet."
Kavash, E. Barrie. "Ancient Mound Builders."
Koscielniak, Bruce. About Time: A First Look at Time and Clocks
Banting, Erinn. England the Land
Hakim, Joy. A History of US
Ruurs, Margriet. My Librarian Is a Camel: How Books
Are Brought to Children Around the World
Simon, Seymour. Horses

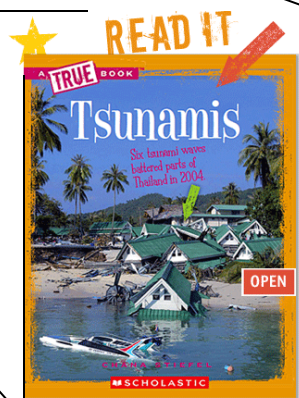
Poetry

Blake, William. "The Echoing Green"
Lazarus, Emma. "The New Colossus"
Thayer, Ernest Lawrence. "Casey at the Bat."
Dickinson, Emily. "A Bird Came Down the Walk."
Sandburg, Carl. "Fog"
Frost, Robert. "Dust of Snow"
Dahl, Roald. "Little Red Riding Hood and the Wolf"
Nichols, Grace. "They Were My People"
Mora, Pat. "Words Free As Confetti"
Sample Performance Tasks for Stories and Poetry

Common Core Assessments 2014: Educational Armageddon?



Tsunamis!



Charts and Tables:
Notable Tsunamis



Affected Areas:
Indonesia



Map of 2004 Tsunami



Current Events:
Disaster in Japan



Current Events:
Eruption of Krakatoa



Affected Areas:
Indian Ocean



Current Events:
Tidal Wave of 1897



Tsunamis



Seismic Waves



Earthquakes



Plate Tectonics



Tsunami Warning!



Tsunami Safety



Education for
GeoHazards



Interactives:
Dynamic Earth



Nature: Puzzles and Fun



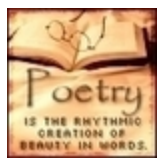
ANIMATION
Savage Earth Animation



ANIMATION
USC Tsunami
Research Center



Stories:
The Lonely Man of Rakata
(1894) by R.M. Ballantyne



Poems: Sea Roars



Stories:
The Tidal Wave (1919)
by Ethel May Dell

Landscape



Mobile Tech Trending

Both teachers and administrators recognize the potential of mobile devices to enable, engage and empower student learning with significant benefits. However, to fully leverage these benefits in the classroom, **teachers need new training and support mechanisms** to bridge the gulf between their high value statements and their real, tangible concerns about effective classroom use.

The Developmental Trajectory: 0-2 year olds



Infants dramatically overproduce synapses so that a typical toddler may have 1,000 trillion such connections.

The Developmental Trajectory: 2-3 year olds



The quantity and quality of a parent's spoken vocabulary are directly related to children's language and cognitive skills at age 3.

The Developmental Trajectory: 3-5 year olds



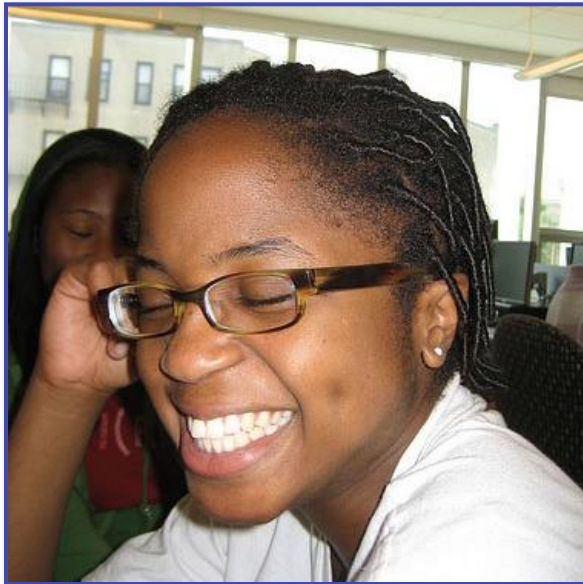
Children who receive high-quality early education are less likely to drop out of school, repeat grades, need special education, or get in trouble with the law.

The Developmental Trajectory: Elementary Years



Children's expressive and receptive language skills at age 9 are directly correlated to the quantity and quality of language exposure prior to age 3.

The Developmental Trajectory: Middle School Years



Receptive vocabulary in kindergarten is one of the strongest predictors of fourth-grade and seventh-grade reading comprehension.

The Developmental Trajectory: High School Years



High school students who read below the 30th percentile have a pronounced need for instruction in basic phonological awareness and decoding skills.

The Developmental Trajectory: College Years



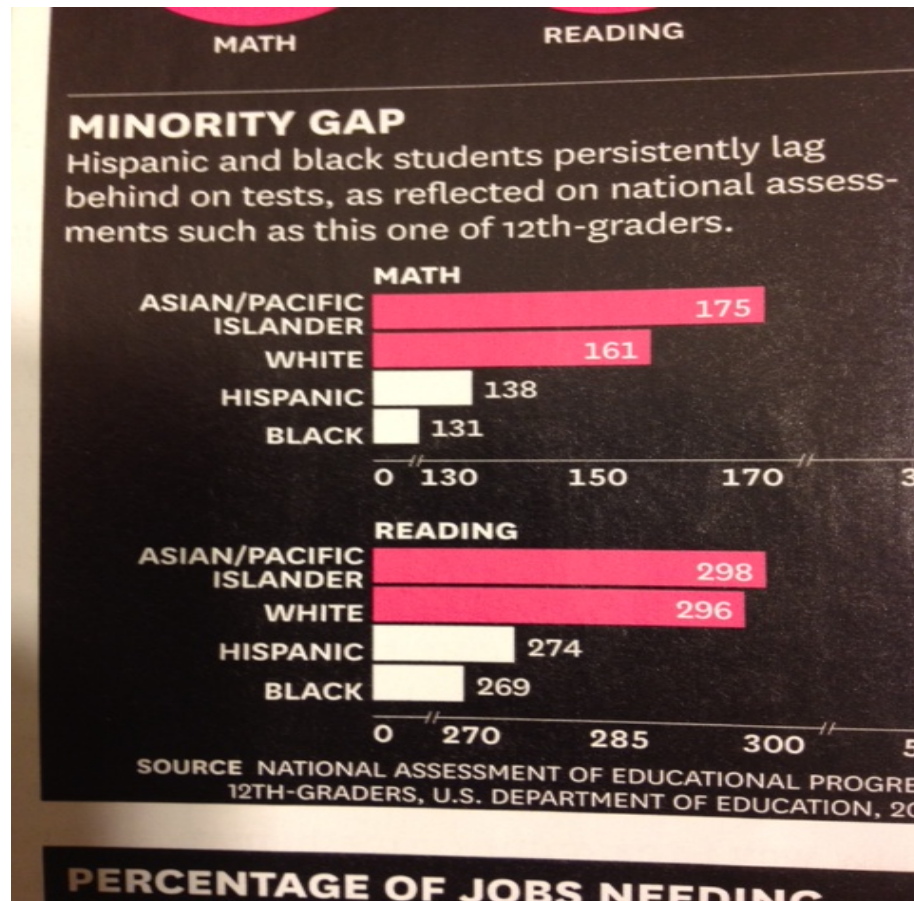
Children who receive a quality education PreK-High School experience higher rates of graduation and enrollment in postsecondary institutions.

The Developmental Trajectory: Beyond College

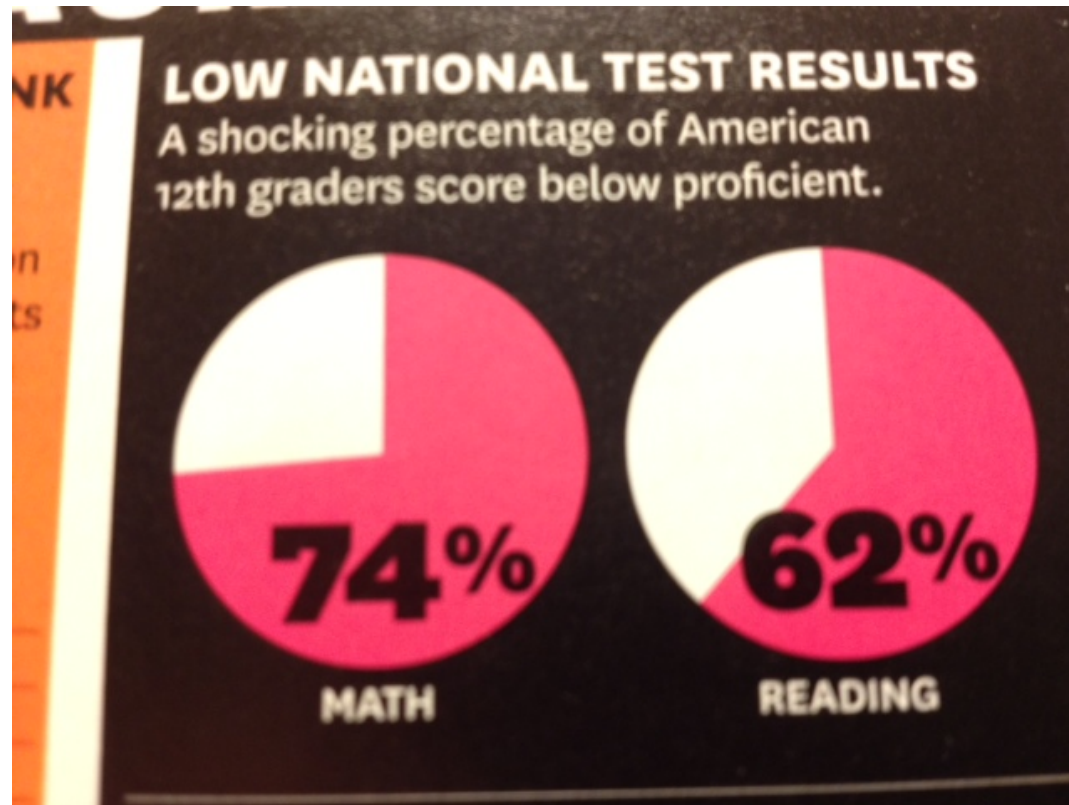


At age 27, children who received a strong early childhood and early elementary education earned almost double the monthly income, completed a higher level of schooling, had fewer arrests, and received less social services than those who did not.

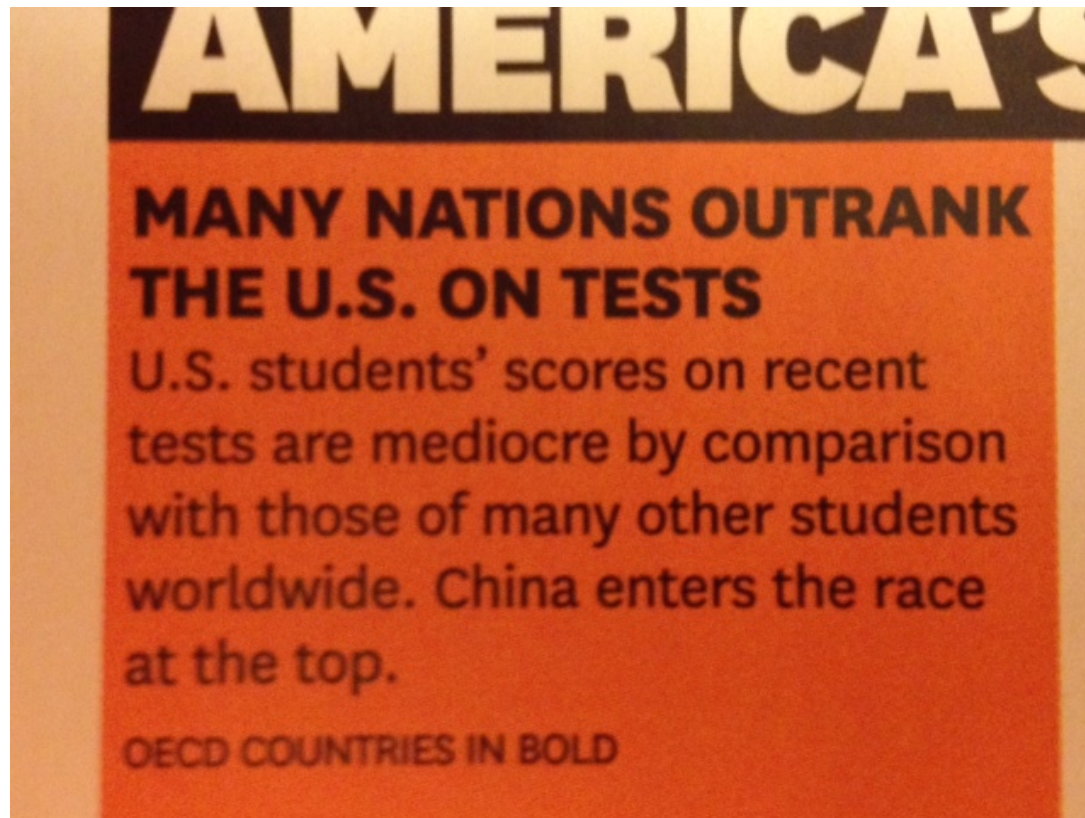
Learning Gap Impacts Global Competitiveness



What is the Root Cause of Such Failure?



Our Global Academic Standing is Sinking



U.S. Students Performance vs. Students in Other Countries: 24th in Reading and 32nd in Math

MATH	READING
CHINA	CHINA
FINLAND	KOREA
KOREA	FINLAND
HONG KONG	HONG KONG
LIECHTENSTEIN	CANADA
SINGAPORE	SINGAPORE
MACAO	ESTONIA
CANADA	JAPAN
JAPAN	AUSTRALIA
ESTONIA	NETHERLANDS
TAIWAN	NEW ZEALAND
NETHERLANDS	MACAO
SWITZERLAND	NORWAY
NEW ZEALAND	POLAND
AUSTRALIA	DENMARK
ICELAND	TAIWAN
DENMARK	LIECHTENSTEIN
NORWAY	SWITZERLAND
GERMANY	ICELAND
BELGIUM	IRELAND
UNITED KINGDOM	SWEDEN
SLOVENIA	HUNGARY
POLAND	LATVIA
IRELAND	UNITED STATES
SLOVAK REPUBLIC	PORTUGAL
SWEDEN	BELGIUM
HUNGARY	UNITED KINGDOM
CZECH REPUBLIC	GERMANY
FRANCE	SPAIN
LATVIA	FRANCE
AUSTRIA	ITALY
UNITED STATES	SLOVENIA
PORTUGAL	GREECE

We have a School “UnPreparedness” or “UnReadiness” Epidemic

Key indicators of school preparedness include:

- Persistence at difficult tasks
- Ability to express emotions appropriately
- Ability to make and sustain relationships with peers and adults
- Confidence
- Ability negotiate and cooperate in a group setting
- When children don't have these skills, they are less likely to benefit from even the best instruction and they are more likely to engage in challenging behavior

We Must Also Close Literacy Gap Now to Prep Our Youngest Learners for Common Core!

- **Print motivation:** a child's interest in and enjoyment of books.
- **Vocabulary:** knowing the names of things.
- **Phonological awareness:** the ability to hear and play with smaller units of sounds in words.
- **Narrative skills:** the ability to describe things and events , as well as tell stories.
- **Letter knowledge:** knowing the letter shape, name, and connecting it's form and name to it's sound(s).
- **Print awareness:** noticing print, knowing how to handle a book, and how to follow the written text on a page.

Trending



K-12 E-trends*

- Teachers/administrators are increasingly become technology-enabled themselves, using emerging technologies such as mobile devices, online classes and digital content to improve their own productivity.
- Students and increasingly parents are demanding a different kind of learning experience and that is forcing even the most reluctant teachers and administrators to re-evaluate their perspectives about the value of technology within learning.
- The economy, and its resulting financial pressures on school and district budgets, has created a sense of urgency to more fully investigate how technologies can help educators meet their instructional goals with less expense.

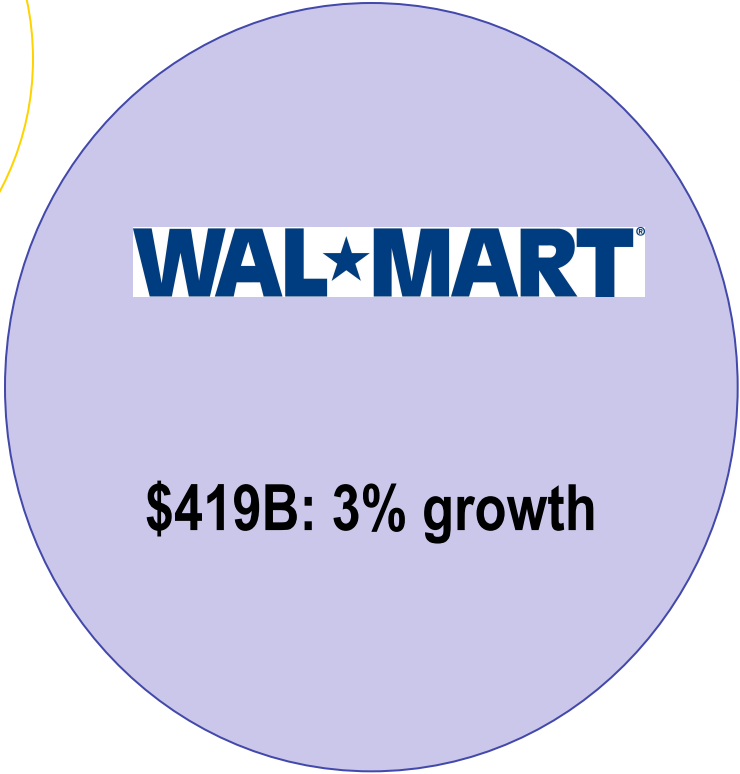
**Project Tomorrow, May 2011*

Bigger Picture: Market Comparison

Annual Growth Rates



amazon.com
\$34B: 40% growth



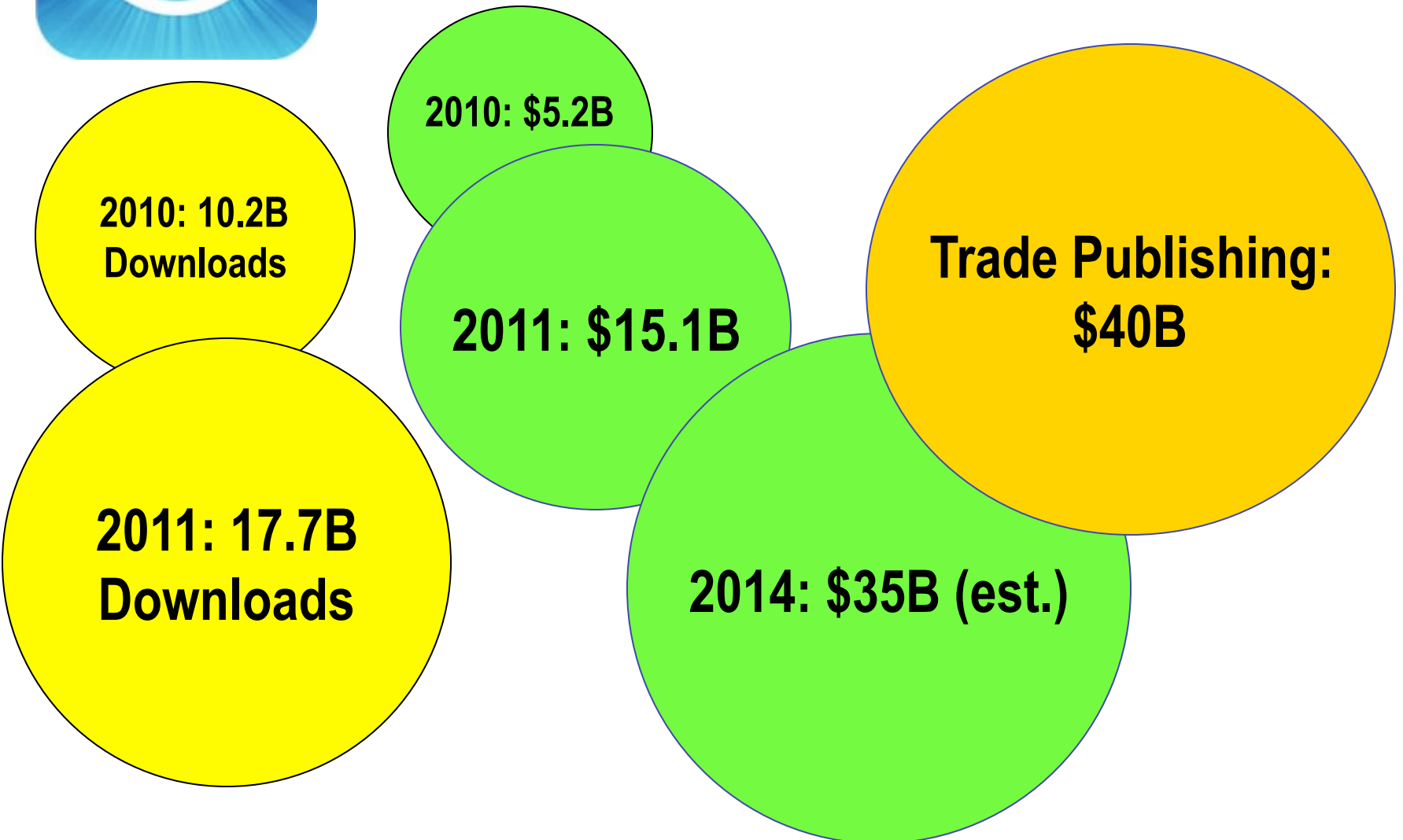
WAL★MART
\$419B: 3% growth



\$15B:
300% growth



Growth of Mobile Apps



Apple: Fastest Growing Market?



114.5 Million

iPhones Projected to Ship in 2012

42.4 Million

iPads Projected to Ship by end of 2011

K-12 Book Sales

- Total book publishing sales were \$39.936 billion in 2007, rising at a CAGR of 2.1% between 2007 and 2010 to \$42.028 billion.
- E-I sales represent 17.7% of total industry sales in 2007 and are predicted to reflect 18.6% in 2010.
- BISG projected sales at \$7.606 billion in 2009 and \$7.827 billion in 2010 and are expected to advance at a compound annual growth rate (CAGR) of 3.5% between 2007 and 2010, and 3% between 2008 and 2010.

Supplemental Digital

The supplemental market, including supplemental materials, school supplies, and educational hardware (but excluding furniture at approximately \$3 billion and equipment at approximately \$2.3 billion) is in the neighborhood of \$8.8 billion, half of which, or **\$4.4 billion, now seems to consist of digital products.**

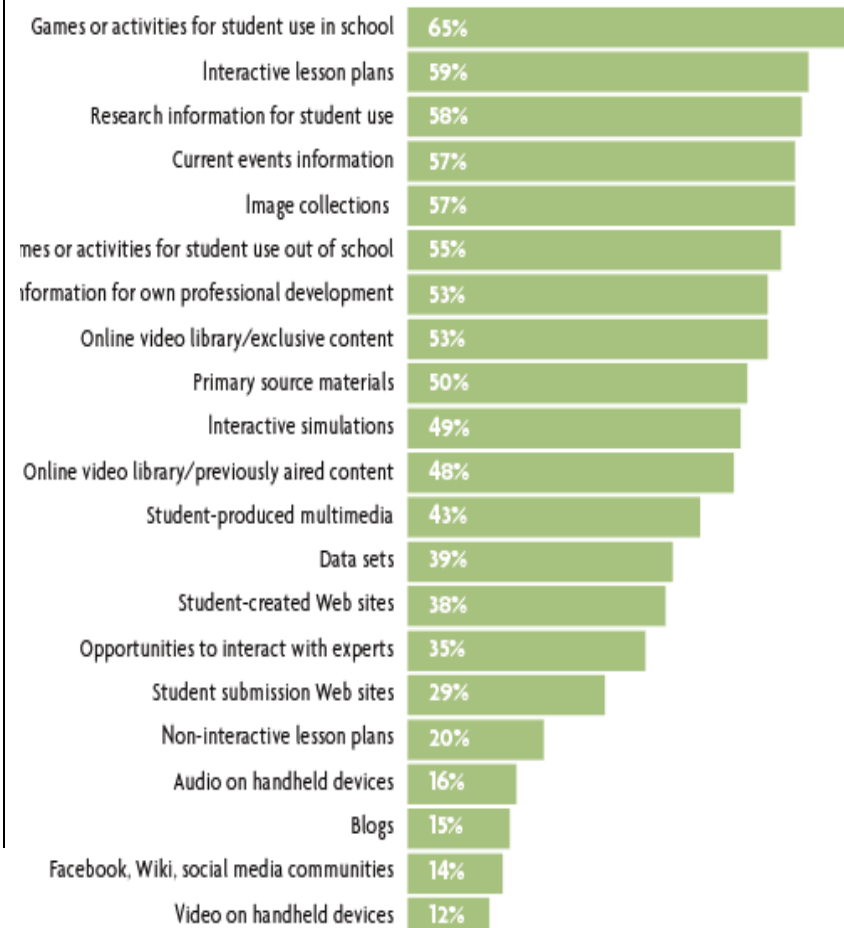
Educators: How teachers value particular types of digital media

2010

2009

Figure 4.
Teachers Value Many Types of Digital Resources

Percentage of teachers who value digital resources



Source: PBS and Grunwald Associates LLC, 2010

Educators

Attitudes about Technology, Use of Digital in the Classroom

- Predominant attitude is receptive, fueled by the influx of younger teachers and retirements of veteran teachers. Concerned with “what works” in the classroom.
- 93% of K-12 teachers have computers with Internet access in schools, (81%) have computer Internet access in their classrooms, vs only 36% of pre-K teachers.
- 97% of K-12 teachers use digital media for classroom instruction.

2009 annual PBS survey report Robert M. Resnick, et al. “The Complete K-12 Report: Market Facts & Segment Analyses

Social Network Usage Among Educators

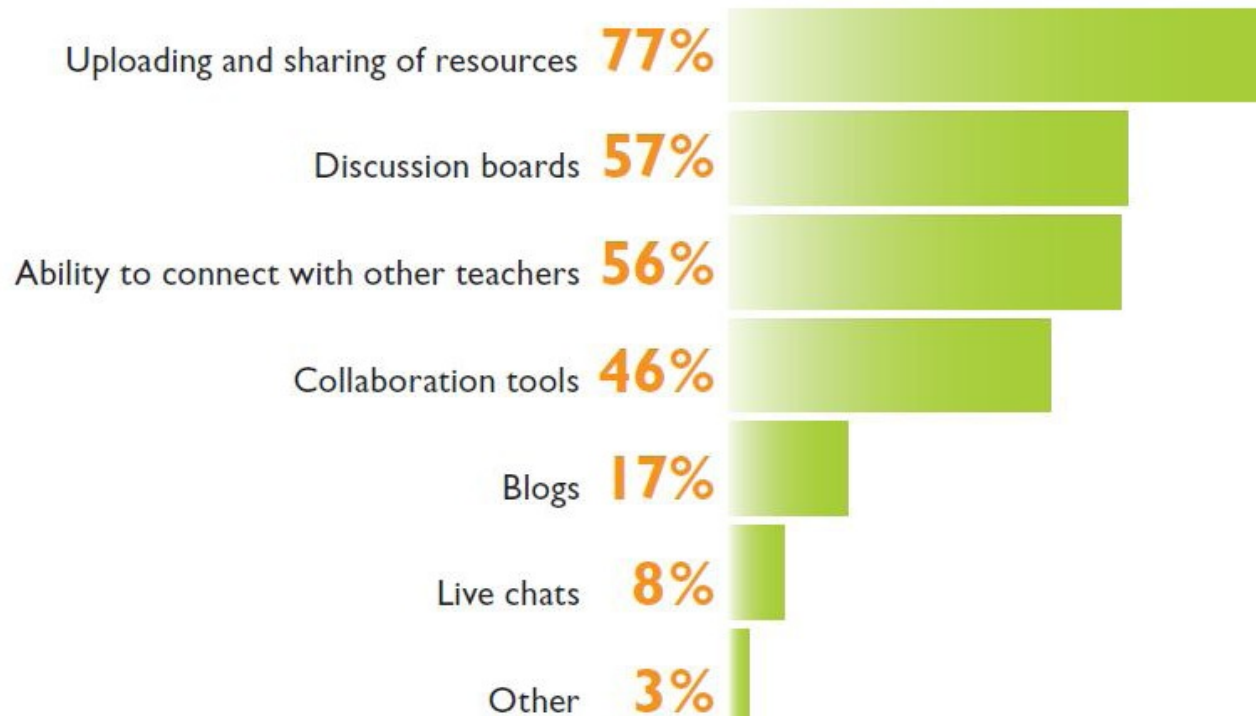
Have joined a social network (from ‘09)

- 54% of Principals
- 62% of Teachers
- 70% of Librarians

Educators

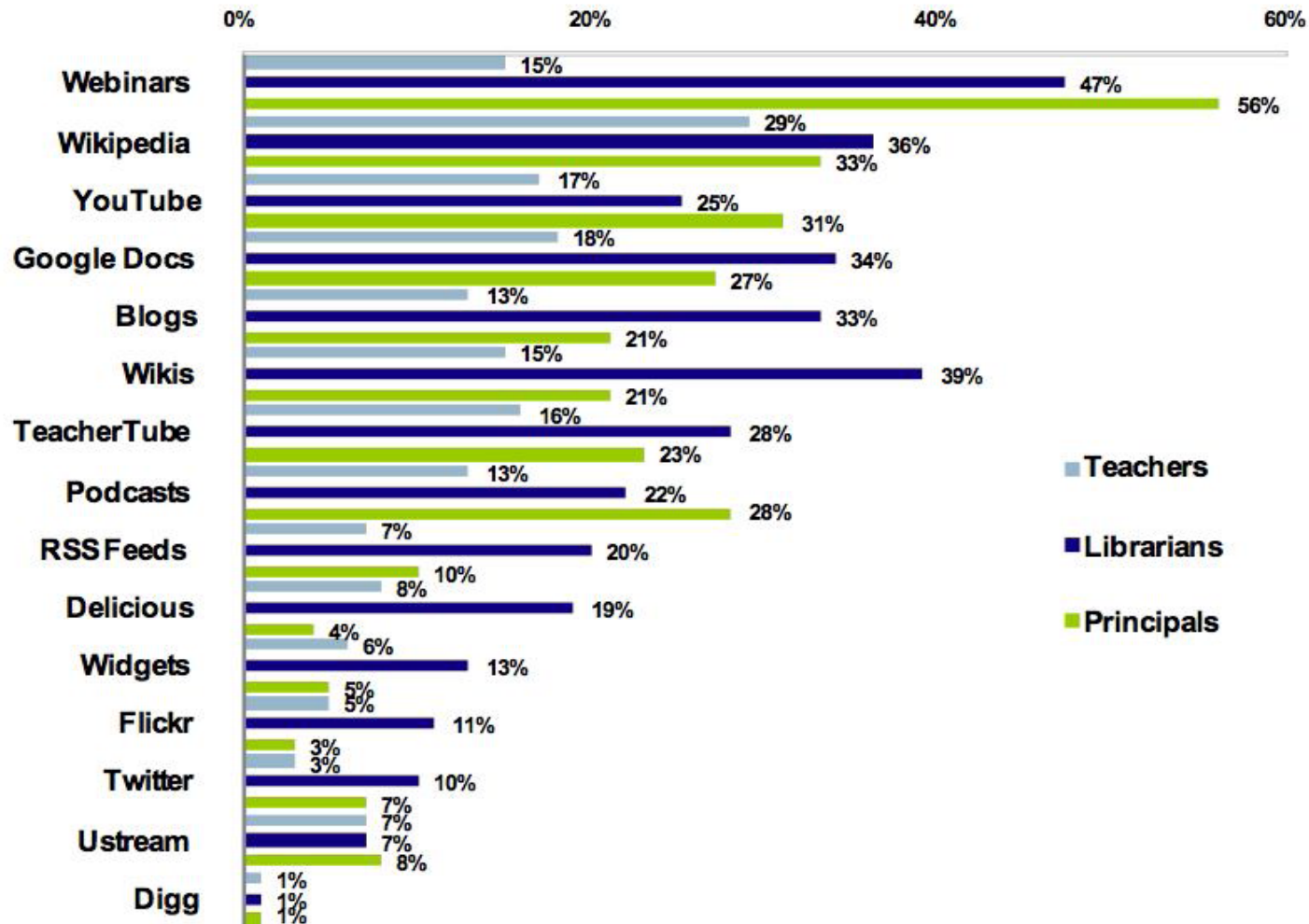
Useful Features of Online Communities

Percentage of teachers who belong to online teacher communities who say these features are useful

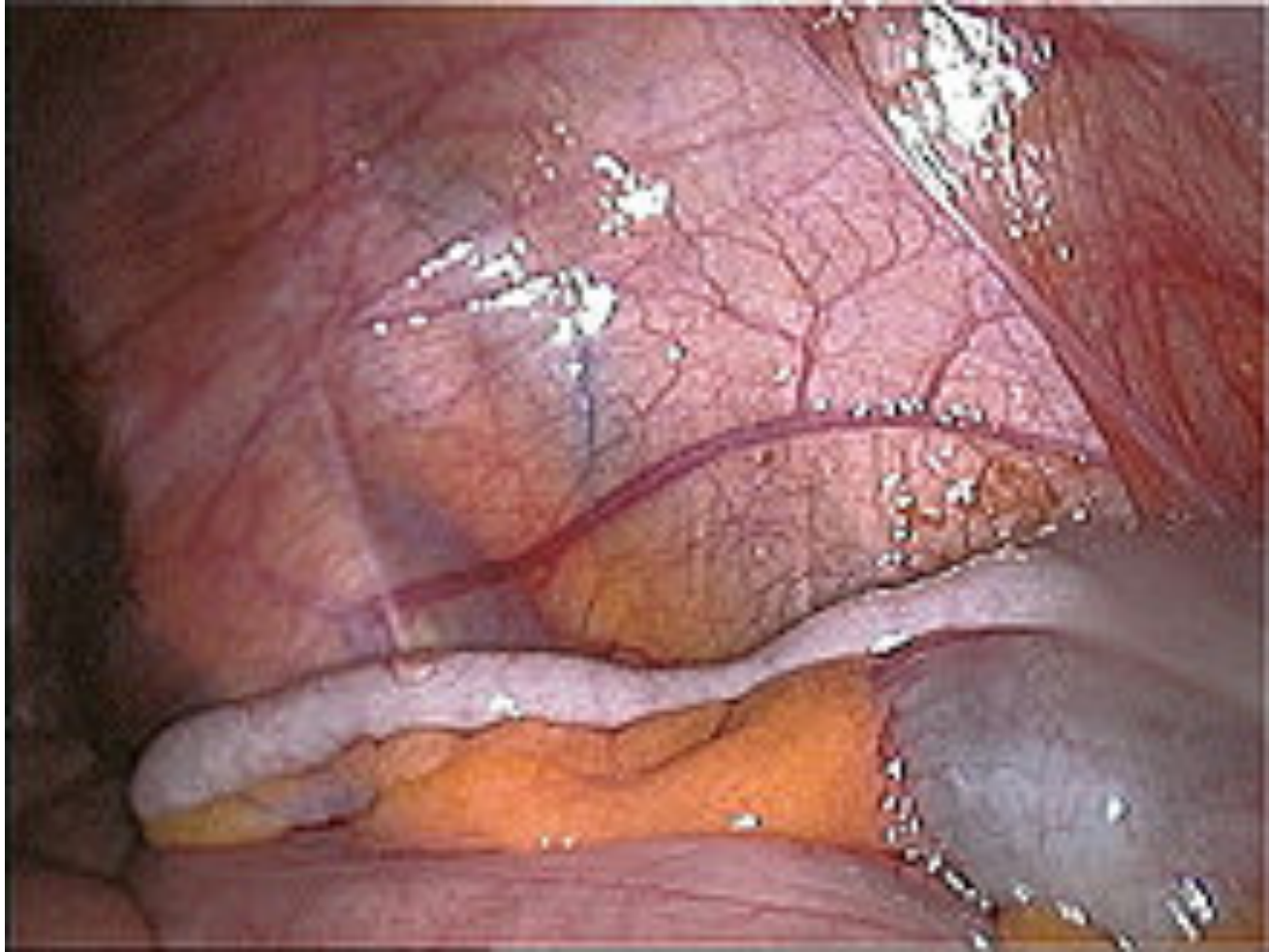


Educators

Principals are more active users of other collaborative technologies



Appendix



Top eReading Trends: 2011

- eReading had an explosive year
- eBooks account for half of all books that eBook readers buy
- eBook sales are set to triple by 2015 to \$2.8 Billion
- Tablet/eReader ownership rates doubled in Holiday season 2011
- 1 in 4 Consumers now own either an eReader or Tablet computer
- Parents with HHI over \$50,000 lead the trend in eReading



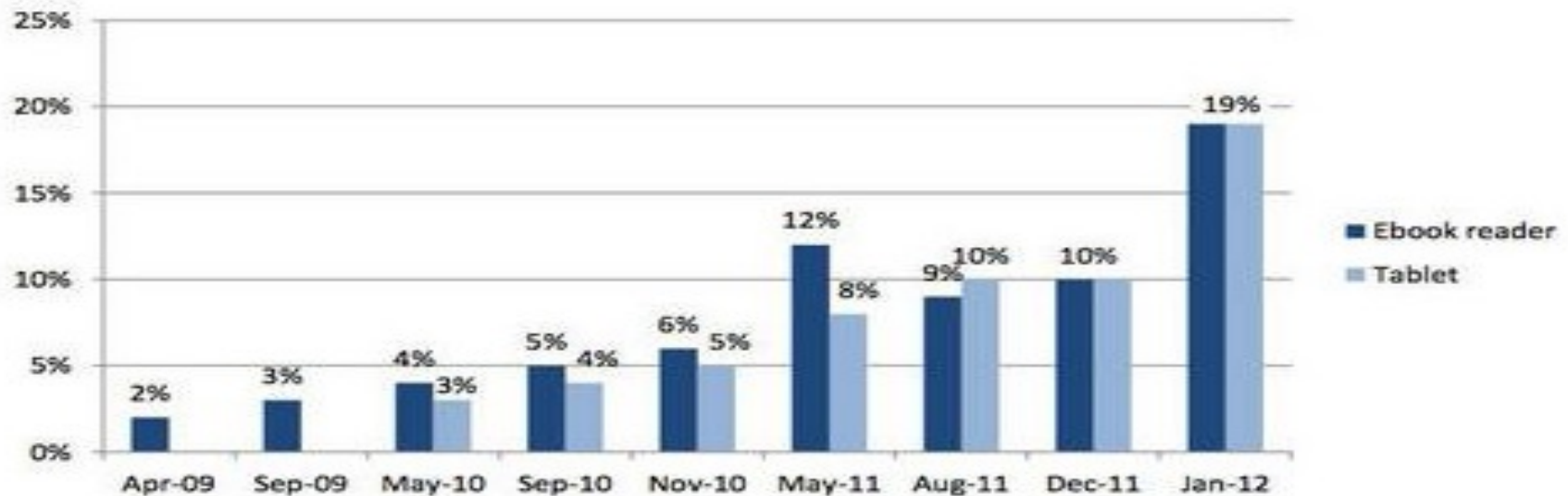
Source: Forrester eBook Buying Report/PewInternet.org

1 of 4 Consumers Has a Tablet or eReader

The share of adults in the U.S. who own tablet computers nearly doubled from 10% to 19% between mid-December 2011 and early January 2012 and the same surge in growth also applied to e-book readers

Big jump in gadget ownership over the holidays

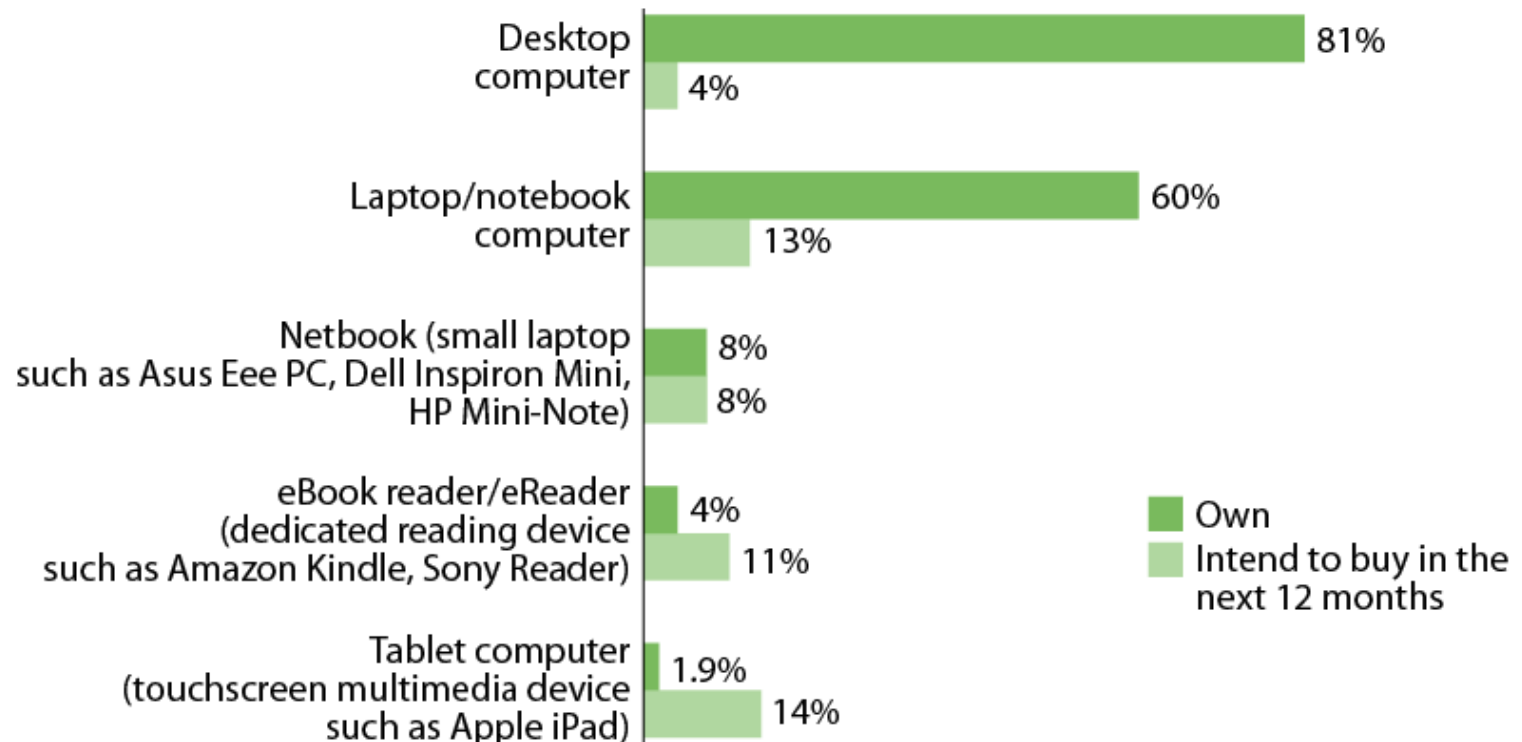
% of adults who own tablet computers and e-book readers



Source: The Dec. 2011 and Jan. 2012 results shown here are from three new surveys by the Pew Research Center's Internet & American Life Project. The Dec. 2011 results are from a survey of 2,986 people age 16 and older conducted November 16-December 21, 2011. The survey was conducted in English and Spanish and on landline and cell phones. The margin of error is +/- 2 percentage points. The Jan. 2012 results are from a combination of two surveys, one conducted January 5-8, 2012 of 1,000 adults age 18 and older and the other conducted January 12-15, 2012 among a sample of 1,008 adults. The overall margin of error in the combined Jan. 2012 dataset is +/- 2.4 percentage points. The January surveys were conducted on landline and cell phones. They were conducted only in English.

Planned e-Reader And Tablet Purchases Are OnPace With Planned Laptop Purchases

“Which of the following devices do you own, and which do you intend to buy in the next 12 months?”



Base: 3,990 US online consumers
(multiple responses accepted)

Source: North American Technographics® Consumer Technology Online Benchmark Recontact Survey, 12/2008-1/10/09

Table 1: How do you use technology to facilitate student learning?

Use of Technology	2008	2010
Track effort to achievement	12%	16%
Facilitate group collaborations	22%	32%
Set student objectives	33%	34%
Note taking and info synthesis	27%	37%
Provide feedback	38%	38%
Create cues or questions	30%	40%
Create physical models	33%	41%
Conduct investigations	20%	47%
Create graphic organizers	33%	51%
Homework and practice	36%	58%

Figure 1: Teachers' View - Impact of technology on my students

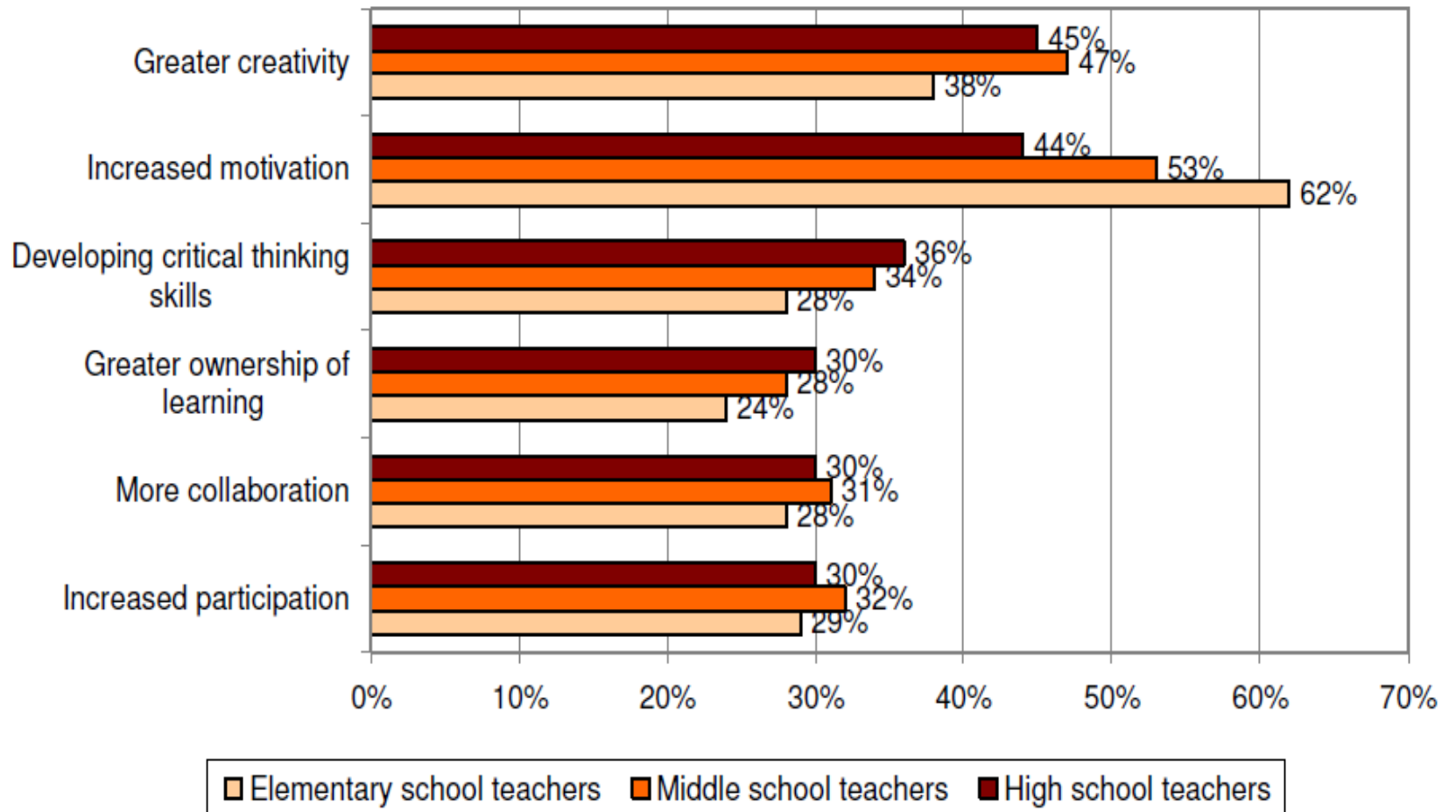


Figure 2: Teachers' View - Impact of technology on my effectiveness

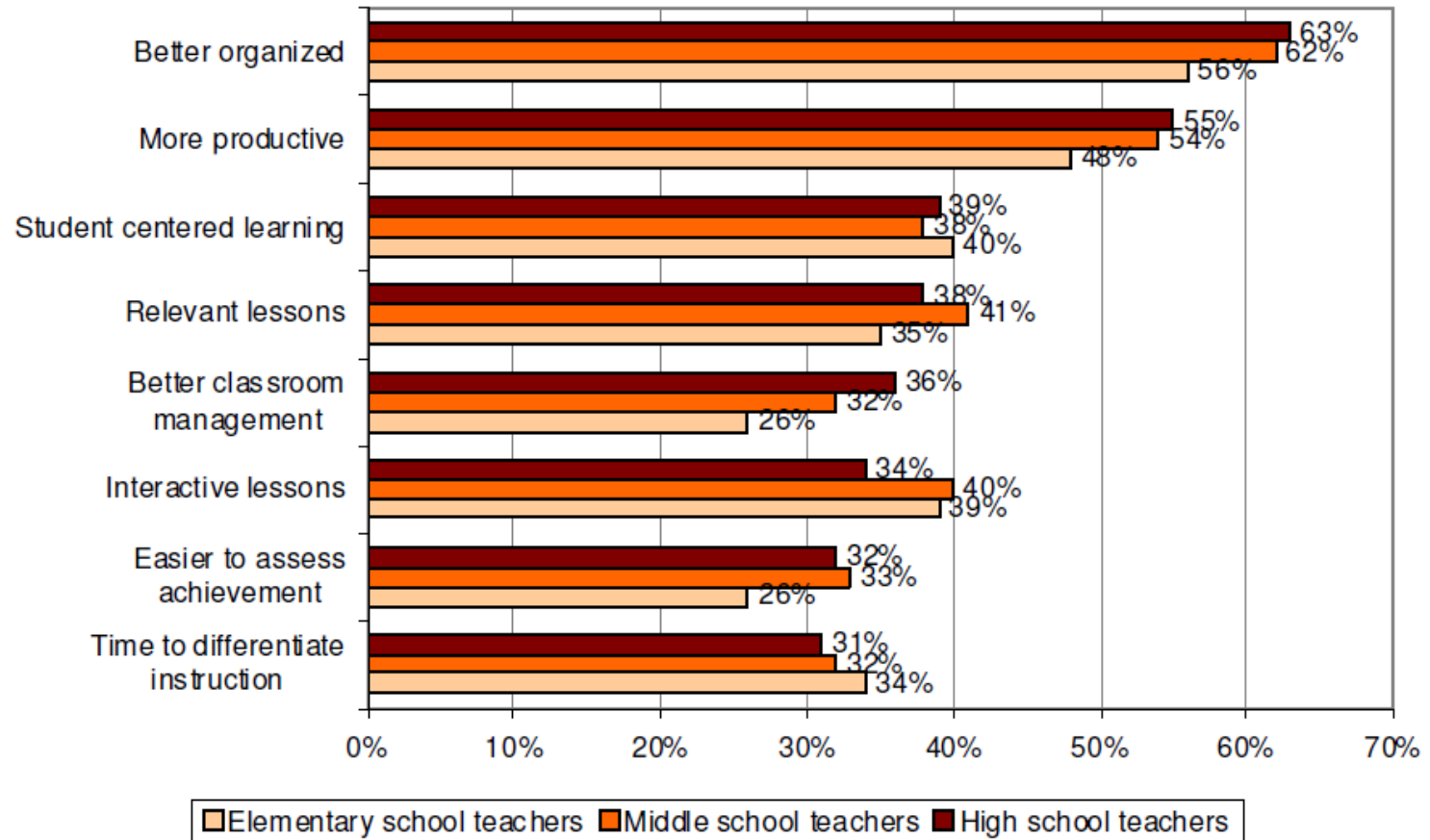


Figure 3: Administrators' Value Proposition for Mobile Learning

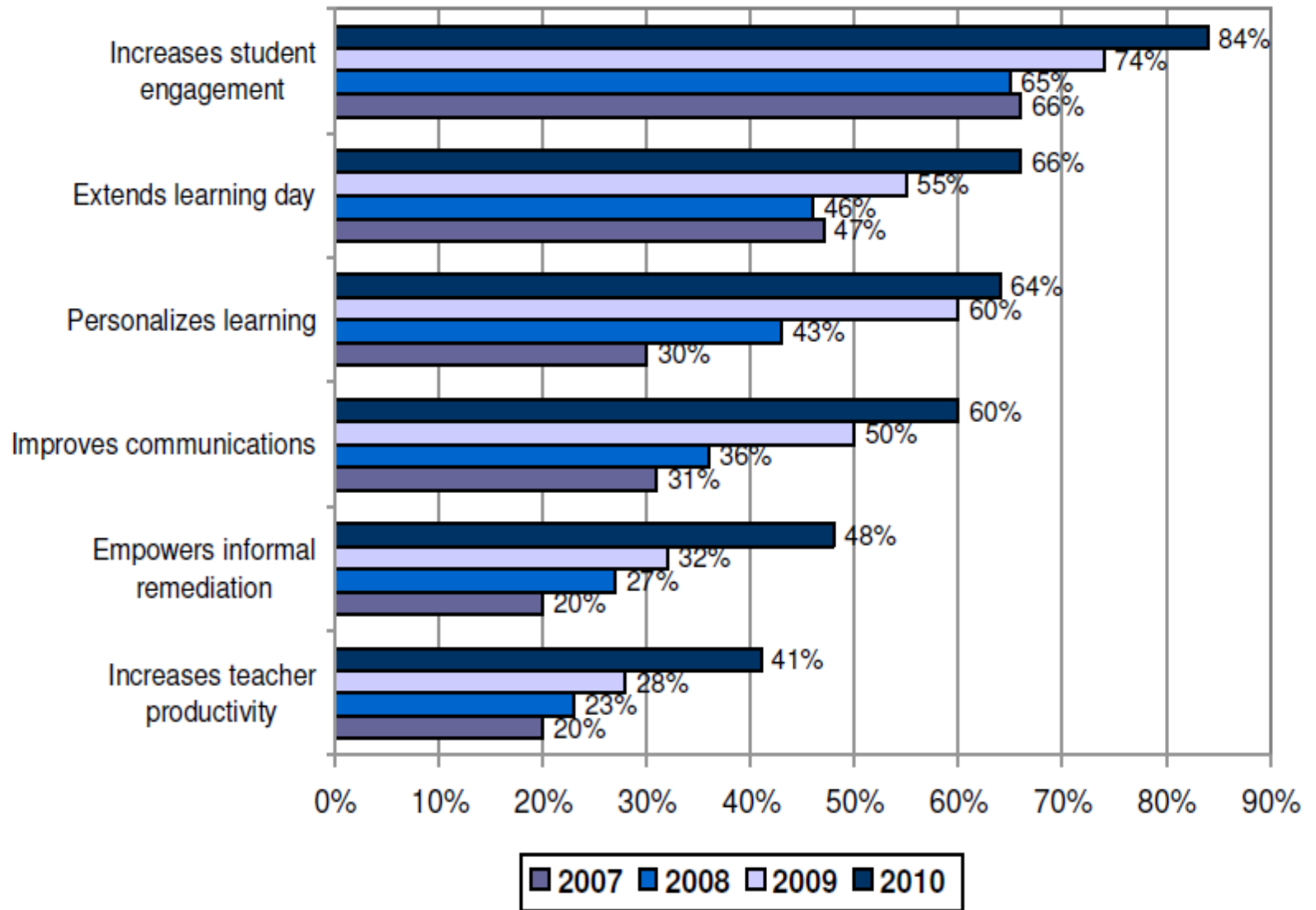


Table 2: What is preventing you from allowing students to use their own mobile devices at school for academic purposes?

Preventing Factors	Principals	District Administrators
Lack of teacher skills	56%	62%
Network security concerns	55%	53%
Challenges of multiple platforms	35%	49%
Digital equity	46%	46%
Too distracting	49%	43%
Internet safety	48%	42%
Potential theft	57%	38%

Table 6: Digital Content in the Classroom
What are teachers using and librarians recommending?

Digital Content	Teachers' Usage Gr K-5	Teachers' Usage Gr 6-8	Teachers' Usage Gr 9-12	Librarians' Recommendations
Virtual labs	4%	9%	11%	11%
Games	32%	21%	13%	16%
Animations/simulations	18%	21%	26%	16%
Online textbooks	26%	28%	26%	19%
Virtual field trips	22%	14%	11%	31%
Podcasts/videos	28%	34%	36%	38%
Skill development software	52%	31%	21%	39%
Real time data	27%	24%	10%	40%

Figure 6: What are the benefits of using digital content within instruction?

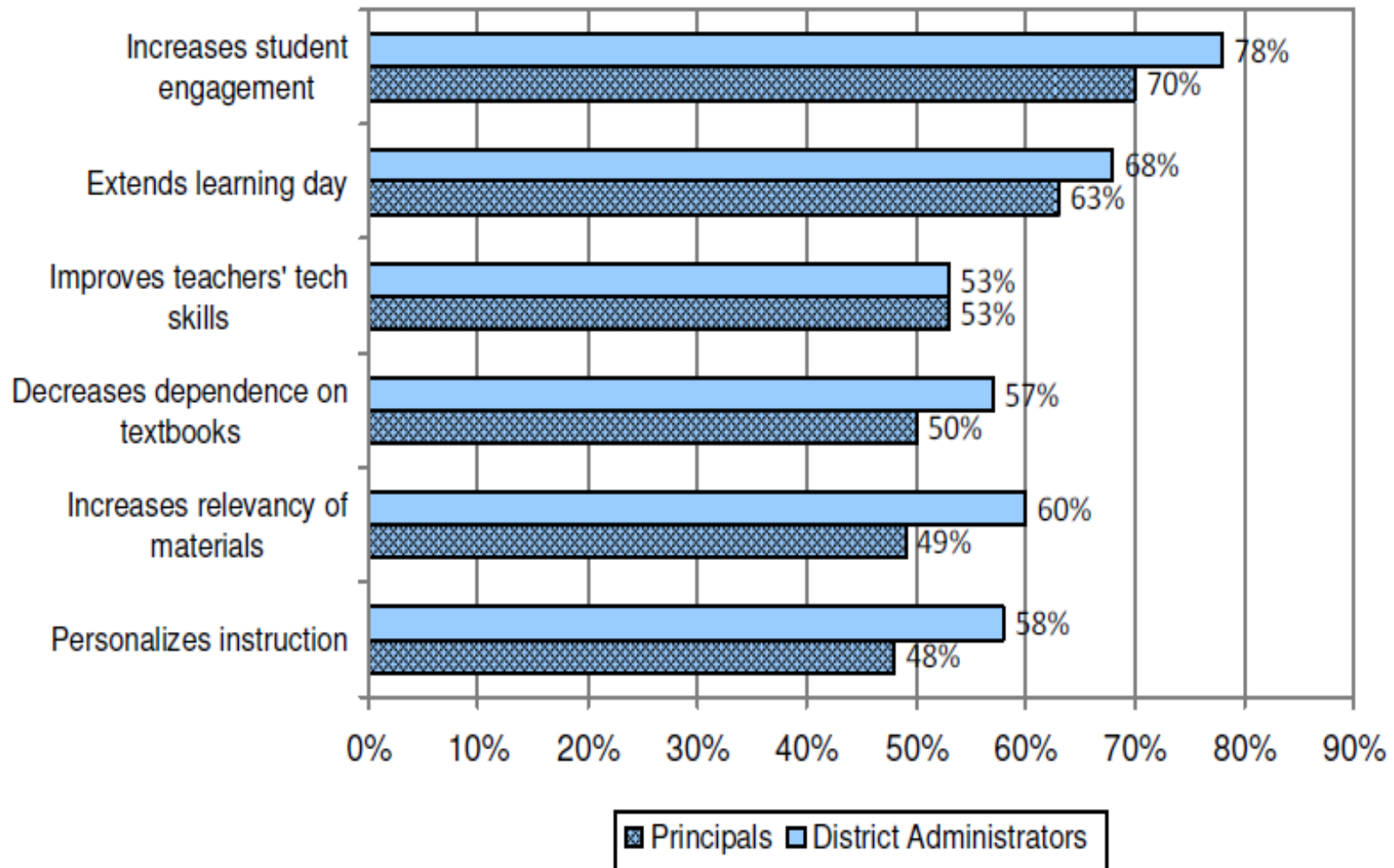


Figure 7: What are the barriers to using digital content within instruction?

