Notice of the Final Oral Examination
for the Degree of Master of Arts

of

CHARLOTTE DORION

MEd (University of Victoria, 2015)
BA (University of Leicester, UK, 1990)

“Exploring the Affordances of the iPad for Literature Discussions”

Department of Curriculum and Instruction

Monday, January 8th, 2017
10:00 a.m.
Clearihue Building
Room B021

Supervisory Committee:
Dr. Sylvia Pantaleo, Department of Curriculum and Instruction, University of Victoria (Supervisor)
Dr. Ruthanne Tobin, Department of Curriculum and Instruction, UVic (Member)

External Examiner:
Dr. Keith McPherson, Faculty of Education, University of British Columbia

Chair of Oral Examination:
Dr. Denise Hodgins, School of Child and Youth Care, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies
Abstract

This six-week qualitative exploratory case study examined the affordances of the iPad for students and teachers when used to video record discussions about literature. The 13 Grade 6 and Grade 7 participants self-selected their literature circle groups and their novels. Preparation for engaging in student-led literature discussions included specific teaching about participation in a literature circle discussion and a pilot study. Data included six 20-minute student literature discussion videos, students' individual reflective videos made on the iPads, and individual participant interviews with the researcher audio recorded on the iPad. The student reflective videos were partly transcribed and the participant interviews were transcribed. The data analysis involved open coding of the videos and transcripts using a system of screenshots and written codes. The three codes that emerged the most often that were most relevant to my research questions were: teacher as audience, ‘other’ as audience and screen/mirror as audience.

Data analysis revealed the use of the iPad for student discussions about literature afforded students opportunities to self-regulate their behaviours and discourse in ways they seemed to find engaging, and afforded me an unobtrusive window into students' discussions which provided an additional perspective on the students and their work.

The students' behaviour when videoing their discussions with the iPad seemed influenced by the concept of audience, which fluctuated through a continuum from acknowledgement of the teacher to behaviours that suggested the teacher had been forgotten. The concept of audience also included the students themselves as mirrored in the screen, and an ‘other’ audience, which seemed to be Youtube. The findings suggested that the students’ shifting perspective of audience around the iPad screen, which also acted sometimes as a participant and a co-regulatory more knowledgeable ‘other’, seemed to contribute to their self-regulatory behaviours and to their observed and professed engagement.