DOCUMENT RESUME

ED 405 584 CS 012 774

AUTHOR Reinking, David; Bonham, Steve
TITLE Multimedia Book Reviews: An Instructional Resource Developed for and Disseminated by the National Reading Research Center. Instructional Resource No. 40.
INSTITUTION National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 97
CONTRACT 117A20007
NOTE 50p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Book Reviews; Classroom Techniques; Computer Software; Computer Uses in Education; Elementary Education; Independent Reading; *Multimedia Materials

ABSTRACT

This guide highlights the basic operation of software that provides a framework and tools for students to encounter computer-based multimedia reviews of the books the have read independently given minimal equipment and expertise, and suggests ways to go beyond the basic operation for those who have the capability to do so. After a background and overview, sections of the guide are Pedagogical Rationale; Minimal and Ideal Specifications; Components of Software; Review Database; Stack Cruncher 3.0; Art Bits; Getting Started; Introducing Students to Multimedia Book Reviews; Special Features and Operations; and Additional Hints and Suggestions. Contains 32 figures. (RS)

Multimedia Book Reviews: An Instructional Resource Developed for and Disseminated by the National Reading Research Center

David Reinking
The University of Georgia and the National Reading Research Center

Steve Bonham
Georgia Southern University

NRRC
National Reading Research Center

Instructional Resource No. 40
Winter 1997

NRRC

National Reading Research Center

Multimedia Book Reviews

David Reinking
University of Georgia

Steve Bonham
Georgia Southern University

INSTRUCTIONAL RESOURCE NO. 40
Winter 1997

The work reported herein is a National Reading Research Center Project of the University of Georgia and University of Maryland. It was supported under the Educational Research and Development Centers Program (PR/AWARD NO. 117A20007) as administered by the Office of Educational Research and Improvement, U.S. Department of Education. The findings and opinions expressed here do not necessarily reflect the position or policies of the National Reading Research Center, the Office of Educational Research and Improvement, or the U.S. Department of Education.

NRRC National Reading Research Center

NRRC - University of Georgia
318 Aderhold
University of Georgia
Athens, Georgia 30602-7125
(706) 542-3674 Fax: (706) 542-3678
INTERNET: NRRC@uga.cc.uga.edu

NRRC - University of Maryland College Park
3216 J. M. Patterson Building
University of Maryland
College Park, Maryland 20742
(301) 405-8035 Fax: (301) 314-9625
INTERNET: NRRC@umail.umd.edu

About the National Reading Research Center

The National Reading Research Center (NRRC) is funded by the Office of Educational Research and Improvement of the U.S. Department of Education to conduct research on reading and reading instruction. The NRRC is operated by a consortium of the University of Georgia and the University of Maryland College Park in collaboration with researchers at several institutions nationwide.

The NRRC's mission is to discover and document those conditions in homes, schools, and communities that encourage children to become skilled, enthusiastic, lifelong readers. NRRC researchers are committed to advancing the development of instructional programs sensitive to the cognitive, sociocultural, and motivational factors that affect children's success in reading. NRRC researchers from a variety of disciplines conduct studies with teachers and students from widely diverse cultural and socioeconomic backgrounds in pre-kindergarten through grade 12 classrooms. Research projects deal with the influence of family and family-school interactions on the development of literacy; the interaction of sociocultural factors and motivation to read; the impact of literature-based reading programs on reading achievement; the effects of reading strategies instruction on comprehension and critical thinking in literature, science, and history; the influence of innovative group participation structures on motivation and learning; the potential of computer technology to enhance literacy; and the development of methods and standards for alternative literacy assessments.

The NRRC is further committed to the participation of teachers as full partners in its research. A better understanding of how teachers view the development of literacy, how they use knowledge from research, and how they approach change in the classroom is crucial to improving instruction. To further this understanding, the NRRC conducts school-based research in which teachers explore their own philosophical and pedagogical orientations and trace their professional growth.

Dissemination is an important feature of NRRC activities. Information on NRRC research appears in several formats. *Research Reports* communicate the results of original research or synthesize the findings of several lines of inquiry. They are written primarily for researchers studying various areas of reading and reading instruction. The *Perspective Series* presents a wide range of publications, from calls for research and commentary on research and practice to first-person accounts of experiences in schools. *Instructional Resources* include curriculum materials, instructional guides, and materials for professional growth, designed primarily for teachers.

For more information about the NRRC's research projects and other activities, or to have your name added to the mailing list, please contact:

Donna E. Alvermann, Co-Director
National Reading Research Center
318 Aderhold Hall
University of Georgia
Athens, GA 30602-7125
(706) 542-3674

John T. Guthrie, Co-Director
National Reading Research Center
3216 J. M. Patterson Building
University of Maryland
College Park, MD 20742
(301) 405-8035

NRRC Editorial Review Board

Susan Lytle
University of Pennsylvania

Bert Mangino
Las Vegas, Nevada

Susan Mazzoni
Baltimore, Maryland

Ann Dacey McCann
University of Maryland College Park

Sarah McCarthey
University of Texas at Austin

Veda McClain
University of Georgia

Lisa McFalls
University of Georgia

Randy McGinnis
University of Maryland

Mike McKenna
Georgia Southern University

Barbara Michalove
Fourth Street Elementary School
Athens, Georgia

Elizabeth B. Moje
University of Utah

Lesley Morrow
Rutgers University

Bruce Murray
Auburn University

Susan Neuman
Temple University

John O'Flahavan
University of Maryland College Park

Marilyn Ohlhausen-McKinney
University of Nevada

Penny Oldfather
University of Georgia

Barbara M. Palmer
Mount Saint Mary's College

Stephen Phelps
Buffalo State College

Mike Pickle
Georgia Southern University

Amber T. Prince
Berry College

Gaoyin Qian
Lehman College–CUNY

Tom Reeves
University of Georgia

Lenore Ringler
New York University

Mary Roe
University of Delaware

Nadeen T. Ruiz
California State University-
Sacramento

Olivia Saracho
University of Maryland College Park

Paula Schwanenflugel
University of Georgia

Robert Serpell
University of Maryland Baltimore
County

Betty Shockley-Bisplinghoff
Barnett Shoals Elementary School
Athens, Georgia

Wayne H. Slater
University of Maryland College Park

Margaret Smith
Las Vegas, Nevada

Susan Sonnenschein
University of Maryland Baltimore
County

Bernard Spodek
University of Illinois

Bettie St. Pierre
University of Georgia

Steve Stahl
University of Georgia

Roger Stewart
Boise State University

Anne P. Sweet
Office of Educational Research
and Improvement

Louise Tomlinson
University of Georgia

Bruce VanSledright
University of Maryland College Park

Barbara Walker
Eastern Montana University–Billings

Louise Waynant
Prince George's County Schools
Upper Marlboro, Maryland

Dera Weaver
Athens Academy
Athens, Georgia

Jane West
Agnes Scott College

Renee Weisburg
Elkins Park, Pennsylvania

Allan Wigfield
University of Maryland College Park

Shelley Wong
University of Maryland College Park

Josephine Peyton Young
University of Georgia

Hallie Yopp
California State University

About the Authors

David Reinking is Professor of Education at the University of Georgia where he serves as head of the Department of Reading Education. He is also a principal investigator with the National Reading Research Center and is Editor of the *Journal of Literacy Research*. Professor Reinking's primary research interest is the connection between technology and literacy. His research publications in this area have appeared in *Reading Research Quarterly*, *Journal of Reading Behavior*, and *Handbook of Reading Research*. He edited *Reading and Computers: Issues for Theory and Practice* (published by Teachers College Press) and has written a commercial software program for increasing reading comprehension, which has been distributed nationally to elementary and secondary schools. Dr. Reinking taught reading and math at the elementary school level for eight years.

Steve Bonham is the instructional designer for the Distance Learning Center at Georgia Southern University. He designs and conducts workshops to prepare faculty for use of the GSAMS (Georgia Statewide Academic and Medical System) two-way interactive television network. His duties include assisting faculty in creating and/or modifying instructional strategies and materials, and encouraging faculty to explore the applications of emerging instructional technologies. His research interests are in technology-supported instructional strategies that promote student-centered learning.

Multimedia Book Reviews

David Reinking
University of Georgia

Steve Bonham
Georgia Southern University

National Reading Research Center
Universities of Georgia and Maryland
Instructional Resource No. 40
Winter 1997

Contents

1.0 *Background and Overview*

This guide accompanies software developed in conjunction with a National Reading Research Center (NRRC) project investigating how computer technology could effect increases in the amount and diversity of middle-grade students' independent reading. NRRC is funded through the Office of Educational Research and Improvement by the U.S. Office of Education. A detailed description of the project, including research findings, can be obtained by contacting the NRRC, 318 Aderhold Hall, University of Georgia, Athens, GA 30602. This guide and the accompanying software may not be duplicated for commercial use without the permission of the authors.

Designed to promote an activity that is an alternative to the conventional, required book report, the software accompanying this guide provides a framework and tools for students to enter computer-based multimedia reviews of the books they have read independently. The software also enables students' individual multimedia book reviews saved on a floppy disk to be incorporated into a single data base that can be searched using key words and phrases. The data base can be used to locate reviews by author, topic, student reviewer, genre, and so forth. The software was developed using HyperCard 2.2. The use of this software to create multimedia book reviews will vary depending upon the equipment and expertise available in a particular educational setting. For example, a teacher who has access to a single computer in his or her classroom will implement this activity differently than do teachers who have occasional access to a computer lab. Likewise, teachers who have access to and knowledge about using audiovisual effects on a computer (e.g., Quicktime movies) will be able to help students create more sophisticated multimedia book reviews. Students who have been taught how to use basic HyperCard tools can extend the information found in the basic multimedia book review forms.

In this guide, we highlight the basic operation of the software given minimal equipment and expertise, and we suggest ways to go beyond the basic operation for those who have the capability to do so.

2.0 *Pedagogical Rationale*

This activity was developed as an alternative to the conventional, required book report as carried out in many elementary school classrooms. The conventional book report, typically written for the teacher, is not likely to be an effective means for motivating children to

read independently. From our own experience, we have found that preservice and inservice teachers frequently mention required book reports when asked to recall the most negative memories of their own reading instruction. One criticism of conventional book reports is that some students are likely to read less (by selecting shorter books to read) and more narrowly (by selecting familiar topics that have proven to be of interest) when required to do a book report (see Spiegel, 1981). Another criticism is that required book reports are inconsistent with the meaningful communicative activities that have been shown to enhance students' reading and writing. For example, Kirby and Kirby (1985), in their analysis of the research on assigned school-related and unassigned out-of-school tasks, concluded that students who complete assigned school tasks take fewer risks in reading and writing. As typically implemented in many classrooms, students write book reports primarily for the teacher in order to satisfy a requirement or to obtain extra credit. One of the advantages of computer technology that has been frequently cited in the literature is its potential to create opportunities for students to engage in personally meaningful reading and writing activities (e.g., Bruce & Rubin, 1993; Means et al., 1993; Reinking, 1986). There is also some evidence that engaging students in creating multimedia activities can imbue school reading and writing activities with the characteristics of out-of-school reading and writing. For example, Turner and Dipinto (1992) concluded in their qualitative study of students who became hypermedia authors that:

> Their strong sense of audience motivated the students to present the information so that their peers could understand it better. Technology didn't just enhance the appearance of students' reports, it also encouraged them to rethink how to present information to communicate it more effectively. (p. 198)

Thus, there is reason to believe that multimedia book reviews (as an alternative to conventional, required book reports) have potential for increasing the amount and diversity of students' independent reading by engaging students in personally meaningful responses to what they read, by allowing them to share those responses through their multimedia presentations, and by capitalizing on the students' inherent motivation to work on a computer.

Furthermore, although there are many alternative activities to encourage more independent reading and more authentic responses to books, there is no evidence that such activities have replaced the widespread use of conventional book reports. We believe that using technology to transform an activity familiar to both students and teachers has an advantage over other alternatives not so firmly entrenched in the dominant instructional culture of

elementary schools. That is, the fact that multimedia book reviews are conceptually related to conventional book reports would enhance the potential for integrating them into existing instructional activities while countering some of the negative aspects of conventional book reports. To emphasize that this activity is not the same as a book report and perhaps to remove the unpleasant connotations of that activity, we refer to multimedia book reviews instead of book reports.

References

Bruce, B. C., & Rubin, A. (1993). *Electronic quills: A situated evaluation of using computers for writing in classrooms*. Hillsdale, NJ: Erlbaum.

Kirby, D. R., & Kirby, K. (1985). The reading-writing connection. In L. W. Searfoss & J. E. Readence (Eds.), *Helping children learn to read* (pp. 338–353). Englewood Cliffs, NJ: Prentice-Hall.

Means, B., Blando, J., Olson, K., Morocco, C. C., Remz, A. R., & Zorfass, J. (1993). *Using technology to support education reform*. Washington, DC: U.S. Department of Education.

Reinking, D. (1986). Six advantages of computer-mediated text for reading and writing instruction. *The Reading Instruction Journal, 29*, 8–16.

Spiegel, D. L. (1981). *Reading for pleasure: Guidelines*. Newark, DE: International Reading Association.

Turner, S. V., & Dipinto, V. M. (1992). Students as hypermedia authors: Themes emerging from a qualitative study. *Journal of Research on Computing in Education, 25*, 187–199.

3.0 *Minimal and Ideal Specifications*

The following are the minimal and ideal specifications for using the multimedia book reviews software.

3.1 *Minimal Specifications*

- Macintosh LC II computer (System 7.1 or later) with color monitor (size: 512 X 342 pixels resolution minimum).
- 4 megabytes of Random Access Memory (RAM) on the CPU. Some early Macintosh systems came with only 2 megabytes of RAM installed. RAM chips (called SIMMS) may be added to enable your computer to run this program. For more information on checking your Macintosh's RAM see "Getting Started" (Section 8.0).
- HyperCard 2.1 with audio stacks included (HyperCard 2.2 is preferred).
- Approximately 1 megabyte of memory per student on the Macintosh hard drive.
- A high density floppy (1.4 megs) disk for each student who will enter multimedia book reviews.
- An external microphone plugged into the microphone jack on the back of the Macintosh.
- A minimum of 1550K of RAM allotted for HyperCard (see 8.0 *Getting Started* section of this guide).
- Basic knowledge of conventions used to operate a Macintosh computer (for example, clicking, dragging, using pull-down menus, etc.). On-line tutorial software to practice these skills is packaged with each Macintosh computer. The current version is titled "Macintosh Basics."

3.2 *Ideal Specifications*

- Macintosh LC II or better computer with color monitor for at least every 2–3 students.
- 4 megabytes of Random Access Memory (RAM) on the CPU.
- One Macintosh LC II or better computer dedicated to operating the data base containing all of the students' book reviews and set up in a central, easily accessible location such as a school media center.
- At least 2 megabytes per student on the hard drive of the computer dedicated to running the *Master Stack* (this could be accomplished by connecting an external hard drive or removable hard drive device to the computer dedicated to the *Master Stack*).
- Various video equipment such as a color scanner, a still video camera (for example, the Cannon Zap Shot Camera), video camera, and so forth.
- A Macintosh AV model computer or a Macintosh that has been equipped with a video input board (such as Video Spigot).
- Video editing software such as Adobe Premier and graphic packages such as Adobe Photoshop or SuperPaint.
- Various collections of clip art with graphics that can be imported into HyperCard.
- HyperCard 2.2, and *Home*, *Audio Help*, and *Art Bits* stacks.
- An LCD panel and overhead projector for displaying computer output to large groups.
- Expertise in authoring applications with HyperCard and in using various multimedia tools and applications on the Macintosh.

4.0 *Components of the Software*

The diskette accompanying this guide contains a folder labeled Book Reviews. Inside the folder are several application programs (called stacks in HyperCard) that correspond to various components of the multimedia book-review activity. Each component in the book-review activity is explained and illustrated in this section. "Getting Started" (Section 8.0) explains how to install and use each of the application programs.

Note

The buttons that appear at the bottom of several screens shown in the figures that follow are used to navigate through the various components of Multimedia Book Reviews. Consistent with Macintosh conventions, these buttons are greyed out when inactive. The function of each active button is explained in conjunction with the appropriate figure.

In the text that follows the chart below may be helpful in identifying parts of the program.

Part	Text Style	Example
Name of HyperCard stack	will appear in Italics	*Review Template*
Name of a card within a stack	will appear in bold	**Class List**
Names of a button or field	will appear between bullets (•)	•More about this book•

4.1 *Review Template*

The *Review Template* stack provides a standard template into which students enter their book reviews. The stack is comprised of three cards: *Books I Have Read*, *Book Review*, and *More About This Book*. Figure 1 depicts the links between cards (via buttons) in the *Review Template* stack. See the enlarged screen snapshots in subsequent figures for a more detailed view.

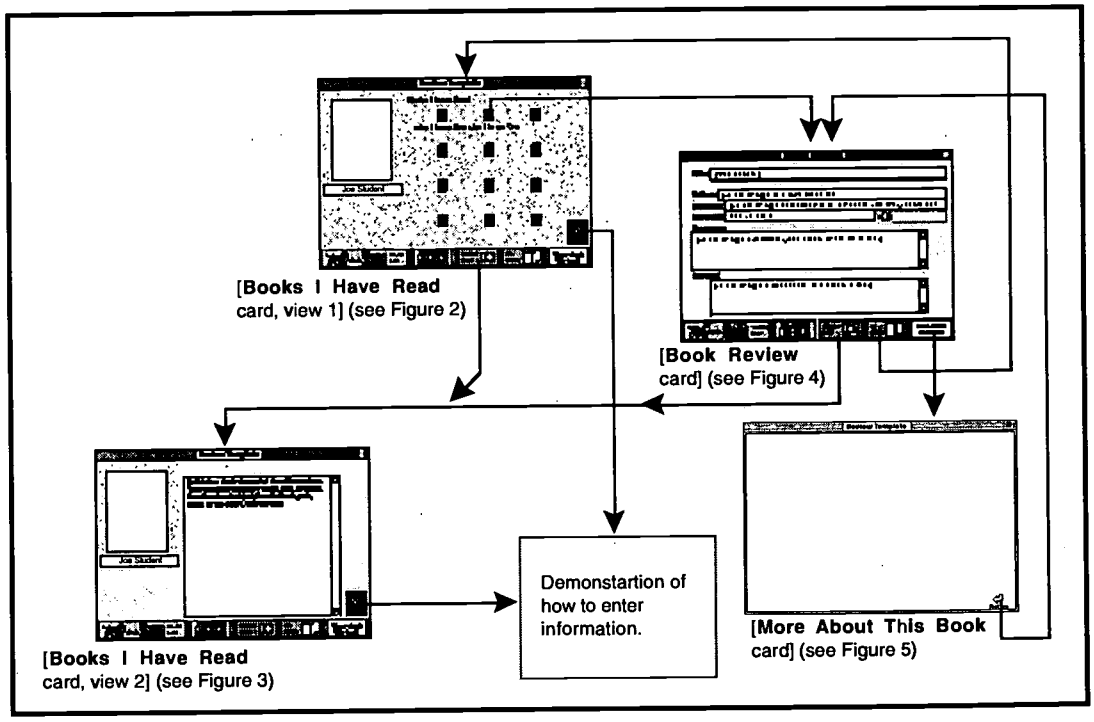

Figure 1. Review Template Stack Map.

4.20 *Card 1*

The first card entitled **Books I Have Read** can show two types of information:

- Books Reviewed by the reviewer (see Figure 2).
- Personal Information on the reviewer (see Figure 3).

Figure 2 shows the student's name (and picture if a scanner or still video camera is available) and 12 book icons. A title under a book icon indicates that the student has read and reviewed the book. This card serves as a record of all of the books that a student has reviewed. (Options for adding more than 12 books for a particular student are presented in section 10.0, "Special Features and Operations".)

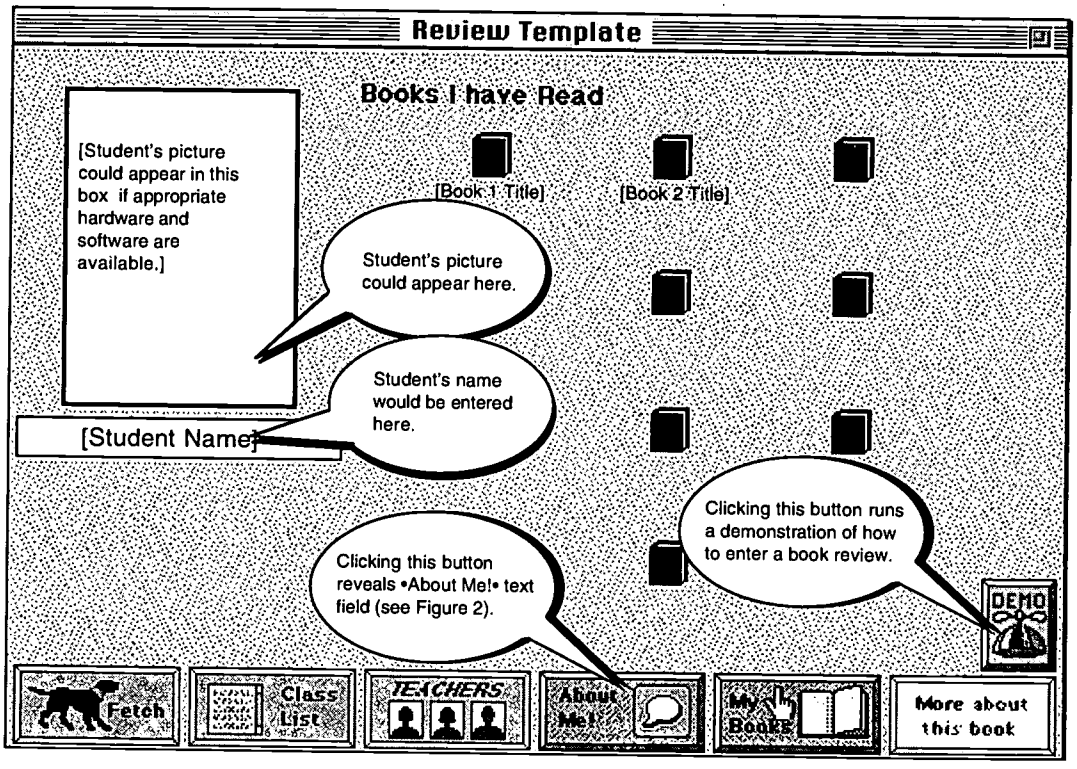

Figure 2. **Books I Have Read** card from the *Review Template* stack.

4.21 •*About Me!*• *Button*

Clicking the •About Me!• button on this same card displays a text field in which students may enter information about themselves (see Figure 3). Students can modify this information at any time.

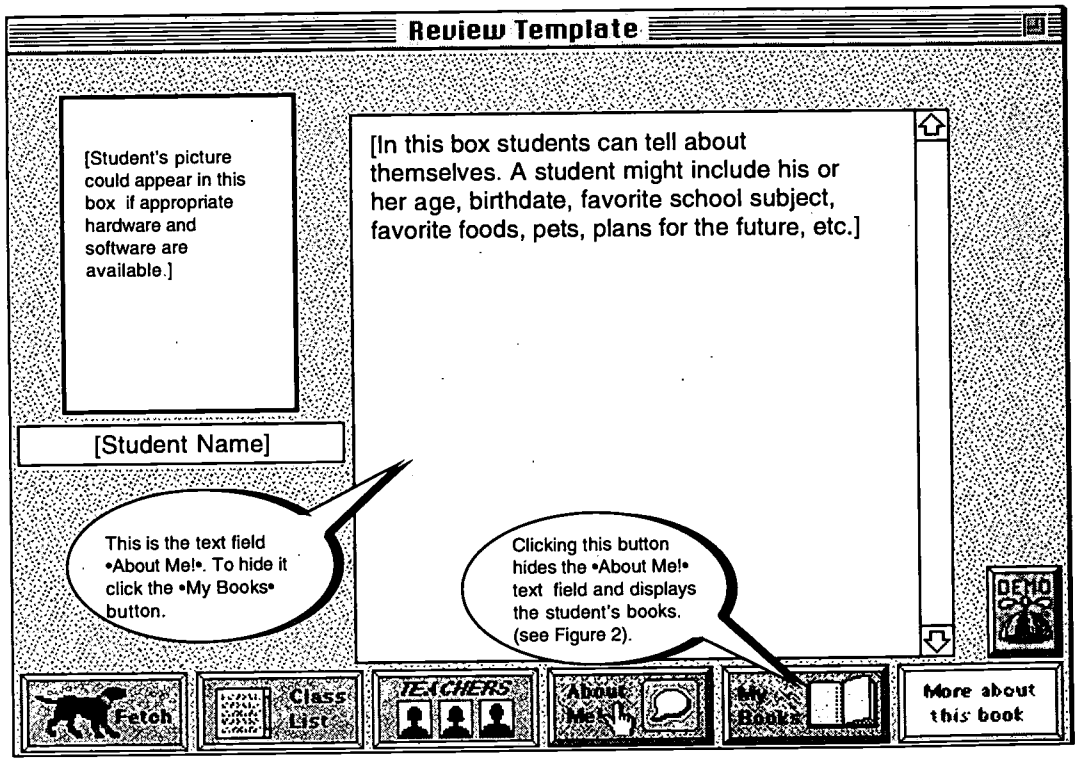

Figure 3. •About Me!• text field on the **Books I Have Read** card.

4.3 *Card 2*

The **Book Review** card contains categories of information that students complete for each book they review (see Figure 4).

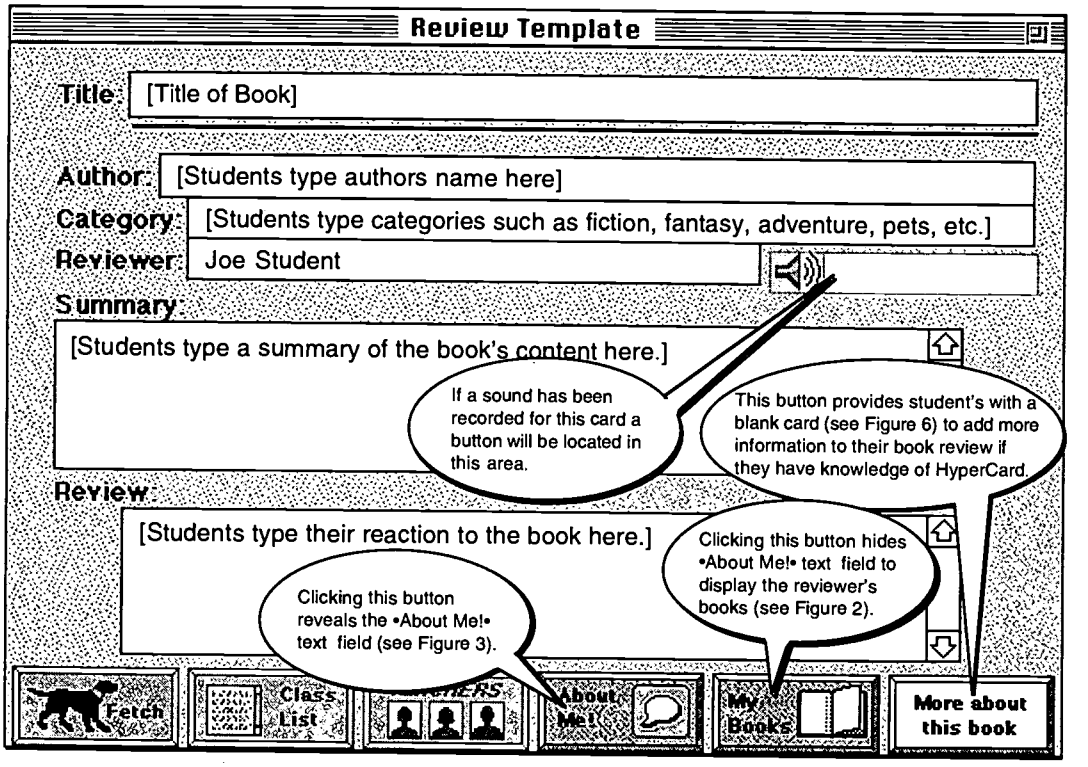

Figure 4. **Book Review** card from *Review Template* stack.

4.4 *Card 3*

Only students who know how to use HyperCard will access the last card in the *Review Template* stack. By holding down the option key (on the keyboard) while clicking on the button •More about this book• (on the bottom right corner of the **Book Review** card), the user is presented with the option to create an additional card about the book he or she is reviewing. Answering "Yes" to the dialogue box shown in Figure 5 takes students to a blank card (see Figure 6) containing only a •Return• button.

Figure 5. Dialog box resulting from option-clicking the •More about this book• button (see Figure 4). Clicking "Yes" takes the user to an empty card (shown in Figure 6).

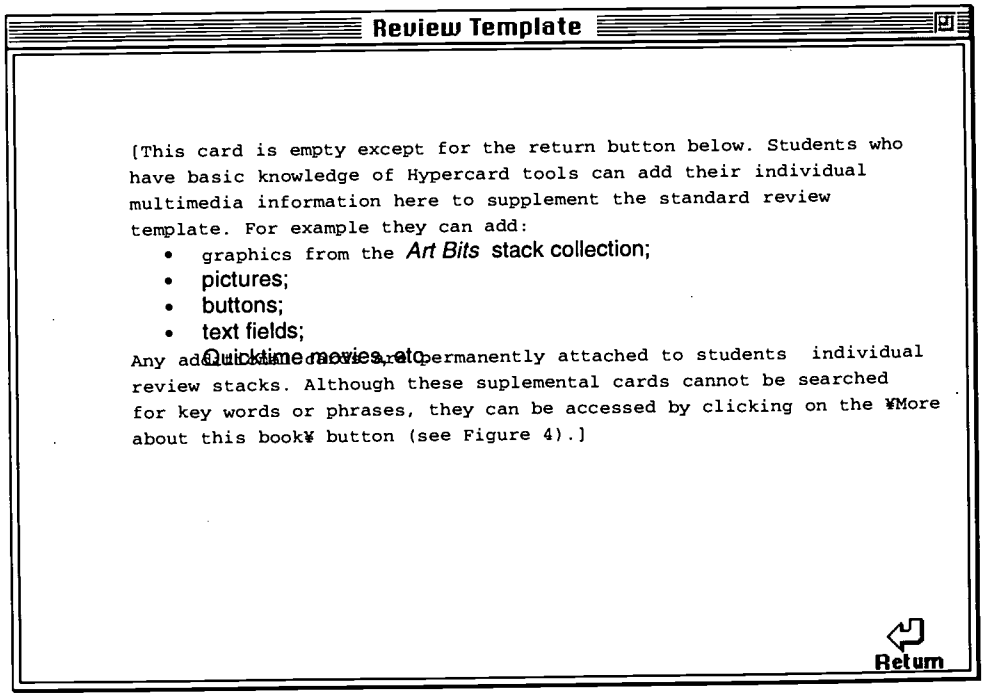

Figure 6. **More about this book** card from *Review Template* stack.

From the card in Figure 6, students who know how to use HyperCard tools can supplement the standard review by designing their own additional cards. On these cards, students can add more information about the books they are reviewing. For example, students could copy and paste clip art from the *Art Bits* stack; use the HyperCard drawing tools to draw pictures; add buttons, text fields, and cards; link cards, import Quicktime movies, and so forth, depending on their knowledge of HyperCard and on the hardware and software available. These supplemental cards are permanently attached to the appropriate **Book Review** card, although they cannot be searched for key words and phrases as can the text of cards in the standard template. A user clicking on the ●More about this book● button will be able to view these cards.

5.0 *Review Database*

The *Review Database* stack operates from four types of cards as shown in Figure 7: **Search Options, Teachers, Class List,** and **Fido Fetch!** Links between cards are depicted by the arrows. Enlarged screens with explanations follow.

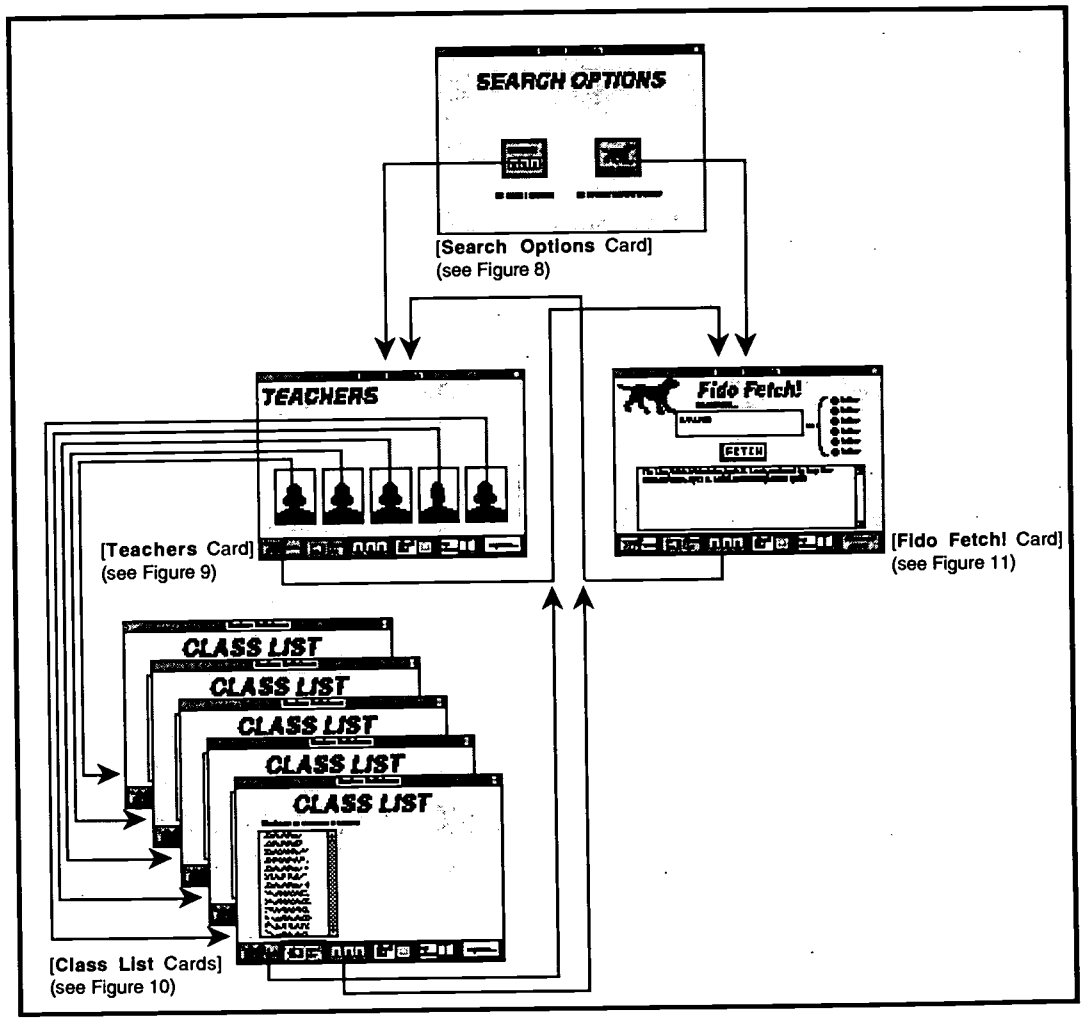

Figure 7. Review Database stack map indicating links between cards.

5.1 *Card 1*

The **Search Options** card allows the user to search the book reviews in two ways: *By class or student* or *by search word or phrase*.

1. By class or student: Students in a particular class can be found by selecting the **Teachers** card (see Figure 9). A particular student in that class can be found by selecting the student's name from the list of all students on the class list (see Figure 10).

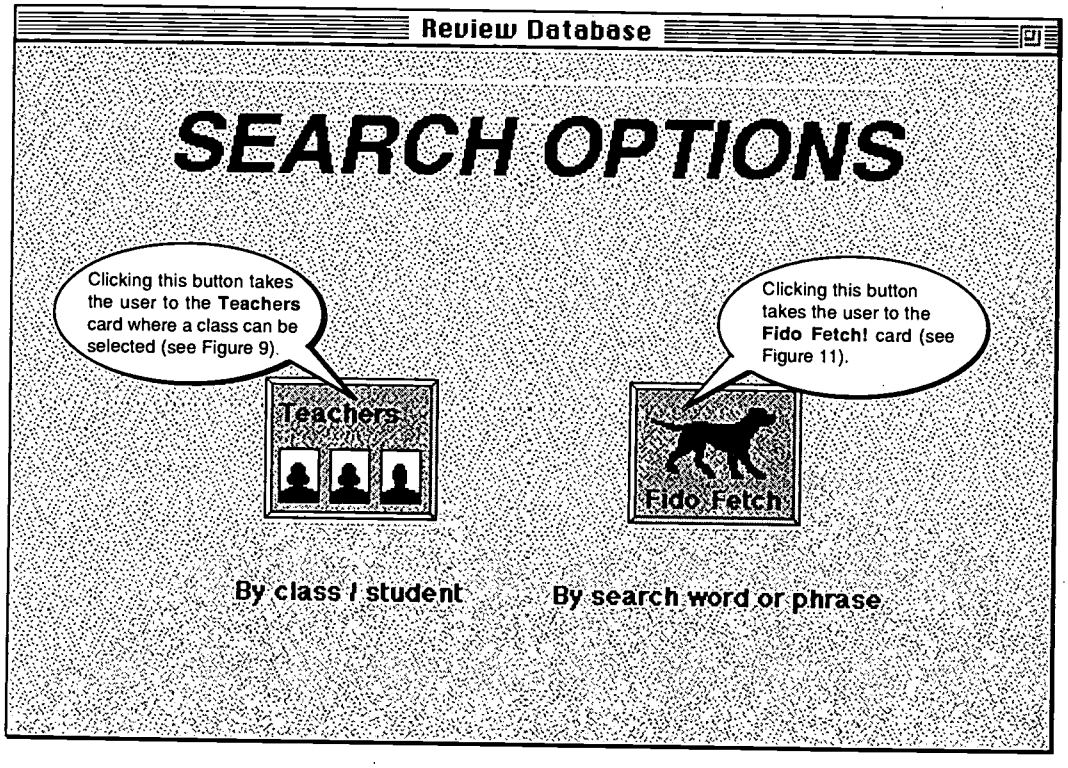

Figure 8. **Search Options** card from *Review Database* stack

2. By search word or phrase: The second option for finding a book review is to use the search capabilities on the **Fido Fetch!** card (described the section 5.4), which searches all of the book reviews by looking for key words or phrases in the various categories of information on the **Book Review** (see Figure 4) card.

5.2 *Card 2*

The **Teachers** card displays the names (and pictures if available) of the teachers whose students have entered multimedia book reviews into the data base. It is possible to enter 1 to 5 teachers on this screen. Clicking on a teacher's name (or picture) will take the user to a listing of that teacher's students on the **Class List** card as described in the following section.

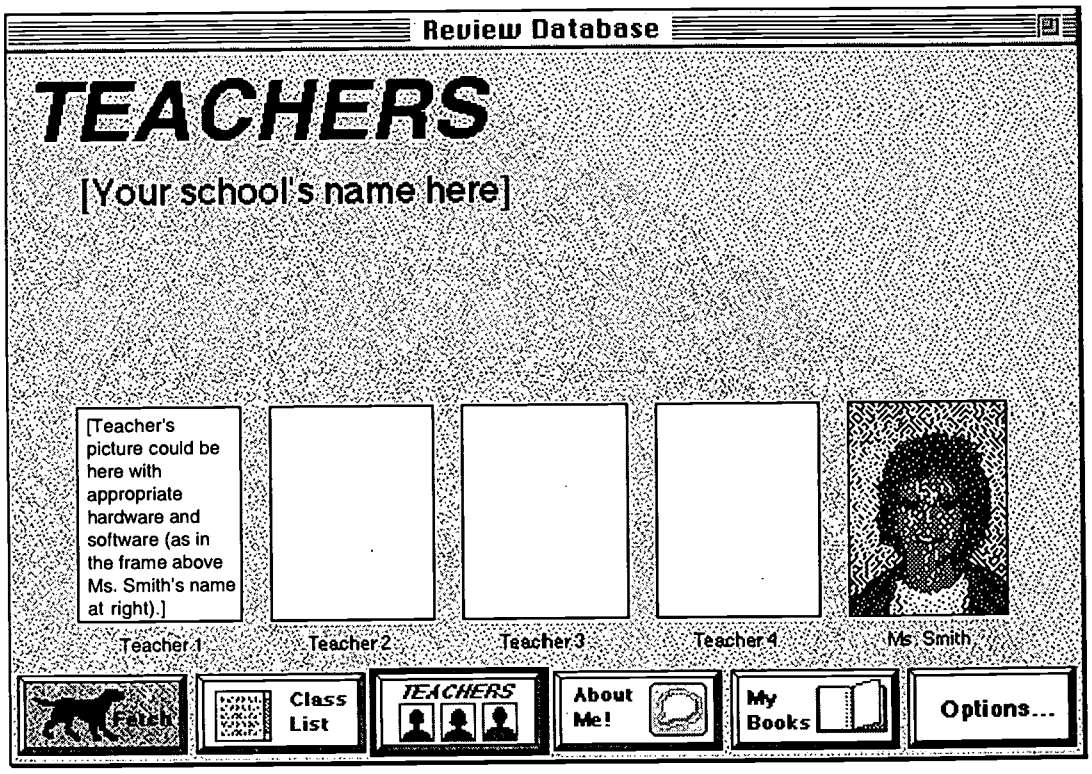

Figure 9. **Teachers** card from *Review Database* stack.

5.3 *Card 3*

The **Class List** card shows an alphabetical listing of all of the students in a teacher's class selected from the **Teachers** card (Figure 9). A user may examine the book reviews completed by students on this list by clicking on an individual student's name. Clicking on a student's name takes the user to that student's **Books I have Read** card listing all the books the student has reviewed (see Figure 2). Thus, using the teacher card and the class list card, a user can quickly locate the books reviewed by a particular student, provided that the user knows who the student's teacher is.

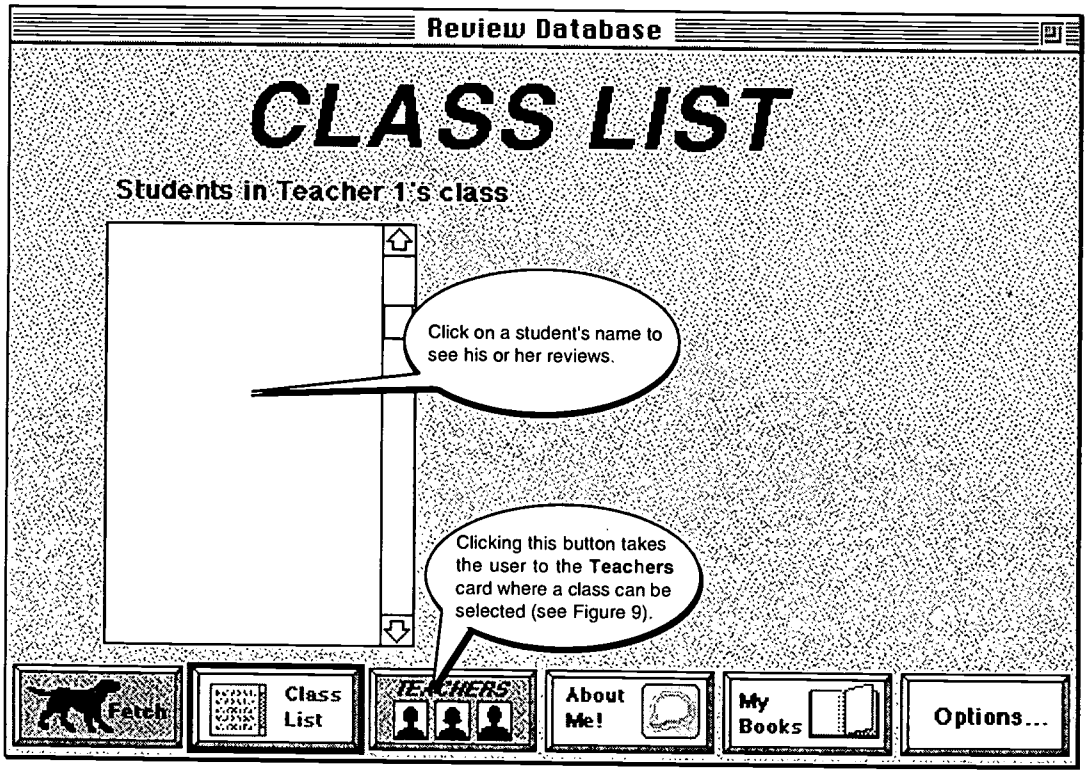

Figure 10. **Class List** card from *Review Database* stack.

5.4 *Card 4*

From the **Fido Fetch!** card a user can search all of the book reviews across all classes and students by using key words and phrases. Clicking on the •15 Second Demo• button demonstrates how to conduct a search.

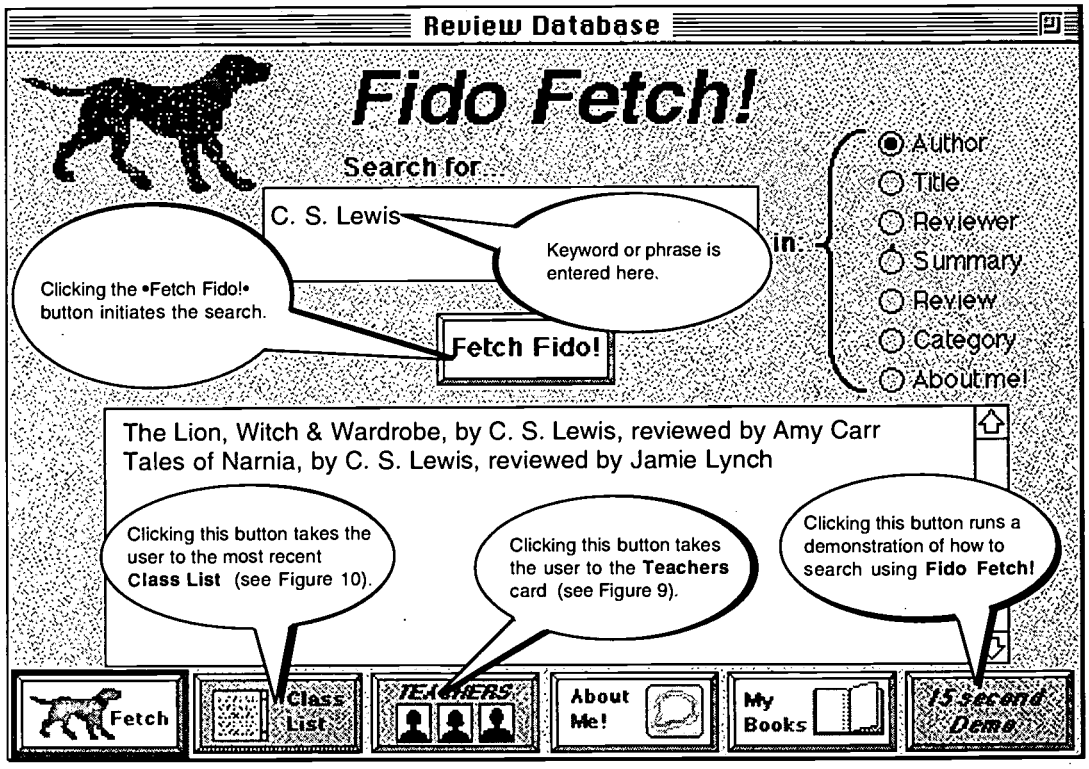

Figure 11. **Fido Fetch!** card from *Review Database* stack. The most recent search in this illustration was for the phrase "C. S. Lewis" in the field titled author. Two matches were found. Users could click on either of the matches to go immediately to that book review.

6.0 *Stack Cruncher 3.0*

Stack Cruncher 3.0 is a utility program that allows students' individual book review stacks to be incorporated into a single *Master Stack* that can be searched by **Fido Fetch!** (see Figure 11). In most instances, students will save their reviews onto a floppy disk. Periodically their completed reviews must be combined into a searchable *Master Stack* that includes all of the reviews from a class or school. This *Stack Cruncher 3.0* copies each card from a student's stack and combines them into one large master stack. The *Stack Cruncher 3.0* stack accomplishes this task from the screen shown below.

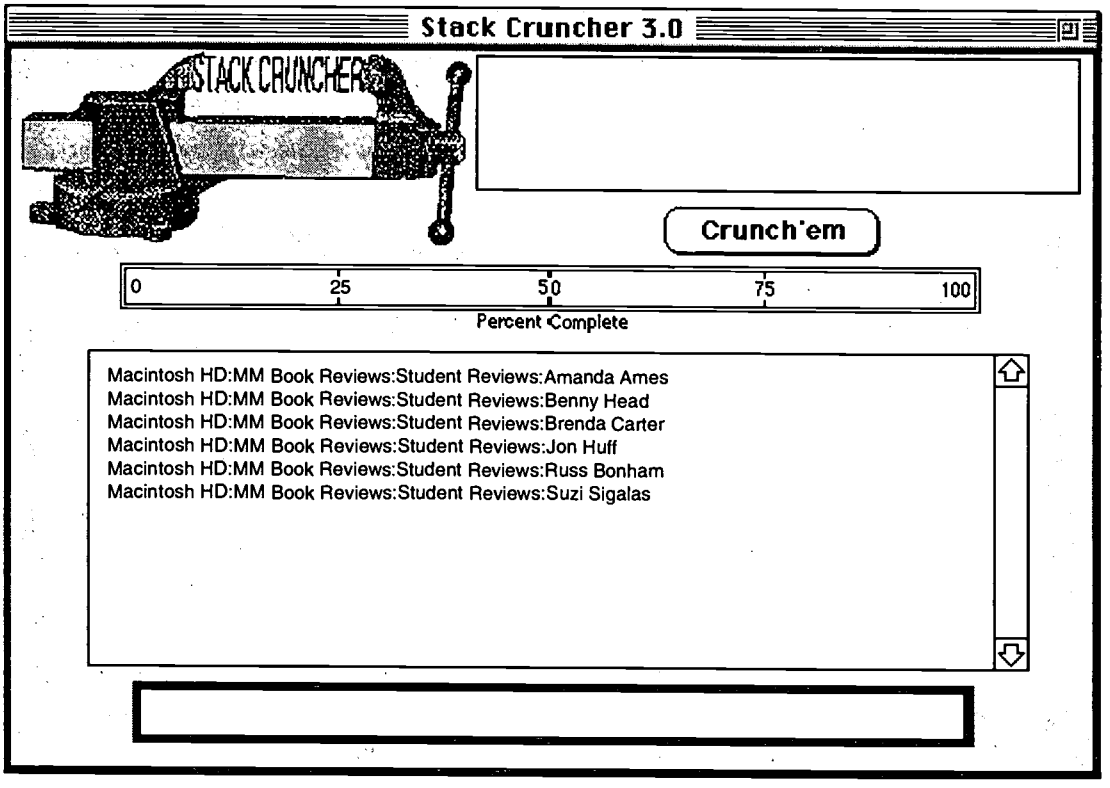

Figure 12. Stack Cruncher 3.0 stack.

Additional information on the use of the *Stack Cruncher 3.0* stack is found in section 10.0, "Special Features and Operations."

7.0 *Art Bits*

The *Art Bits* stack that was bundled with the application HyperCard contains a variety of clip art that students who know HyperCard can use to copy and paste pictures into their multimedia book reviews on the **More About This Book** card. To copy and paste the pictures from the *Art Bits* stack into another HyperCard stack, students must know how to use the HyperCard tools to capture, copy, and paste pictures from one stack to another. (These are relatively easy operations for an experienced Macintosh user. Consult a HyperCard manual for directions.) The Art Bits main menu card and three miniature cards from the Art Bits stack are shown in Figure 13.

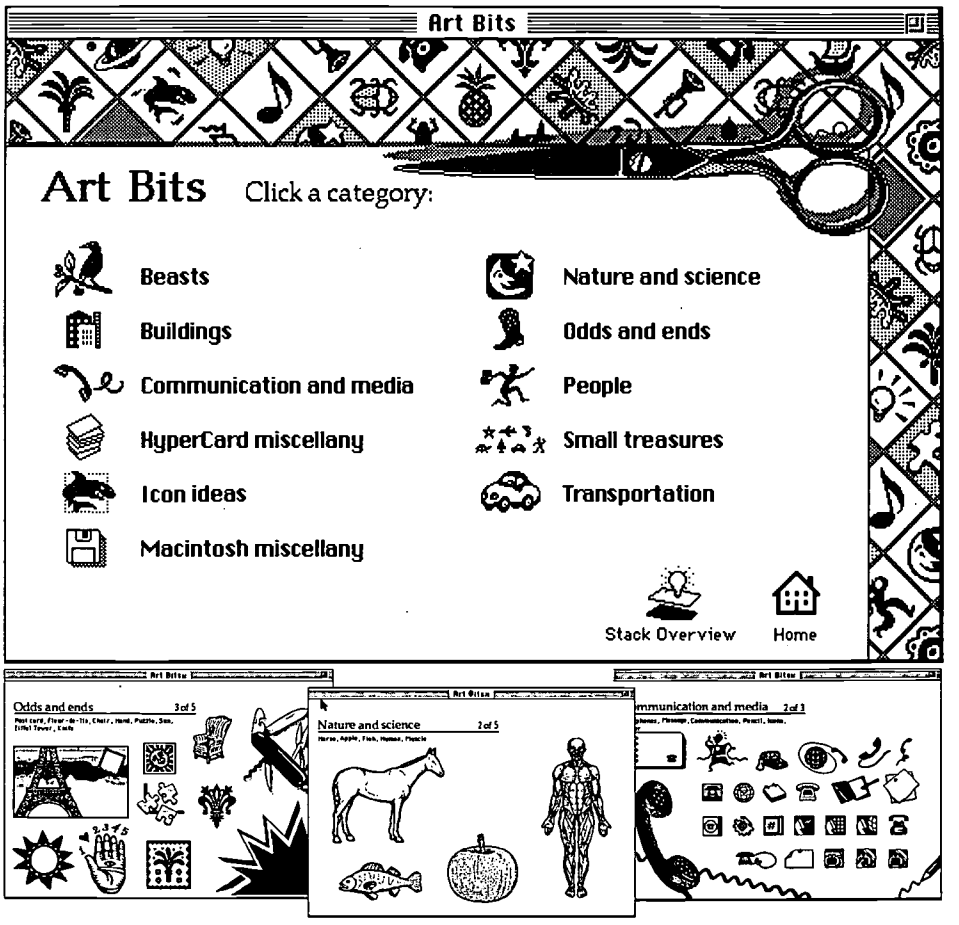

Figure 13. Main Menu Card from the *Arts Bits* stack and three sample cards containing pictures (reduced).

8.0 *Getting Started*

You must do the following before introducing students to the multimedia book review activity.

1. To set up computers to run Multimedia Book Reviews:

   * If necessary, install HyperCard 2.1 or 2.2, the Home Stack, and the Audio Help Stack in the same folder on every computer that will be used for Multimedia Book Reviews.

   * Select "About This Macintosh ..." from under the Apple menu. The window in Figure 14 will appear. The amount of RAM available on your computer will be shown in the space circled below. If your Macintosh has less than 4,000 K, you must upgrade your memory to use the Multimedia Books Reviews application.

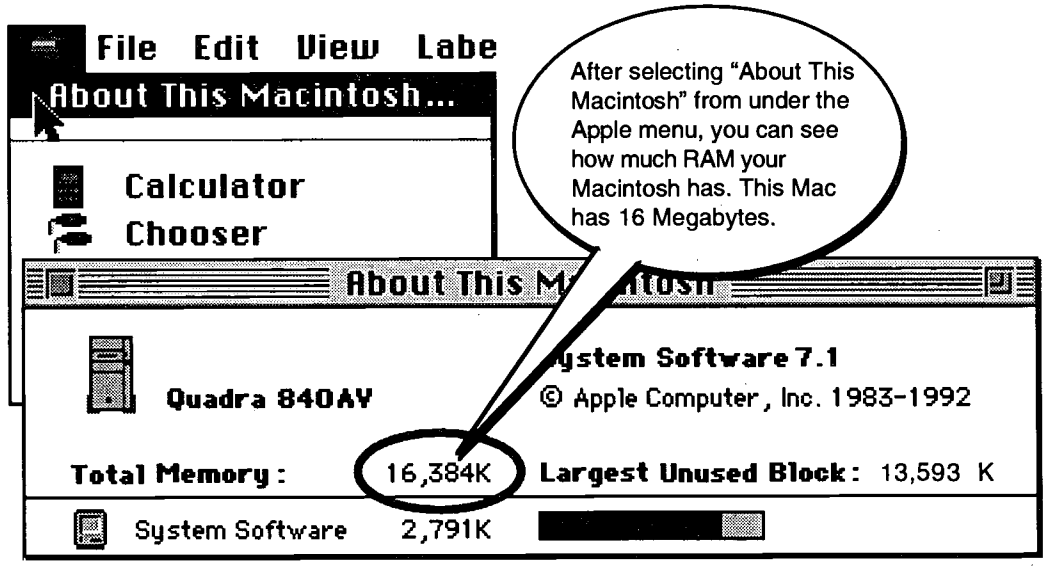

Figure 14. Checking the amount of RAM on your Macintosh. You need a minimum of 4,000 Kilobytes (4 Megabytes).

* Select the HyperCard application by clicking on it once (DO NOT double-click the icon or it will cause the HyperCard application to launch).

* Choose "Get Info" from the pull-down "File" menu (Figure 15).

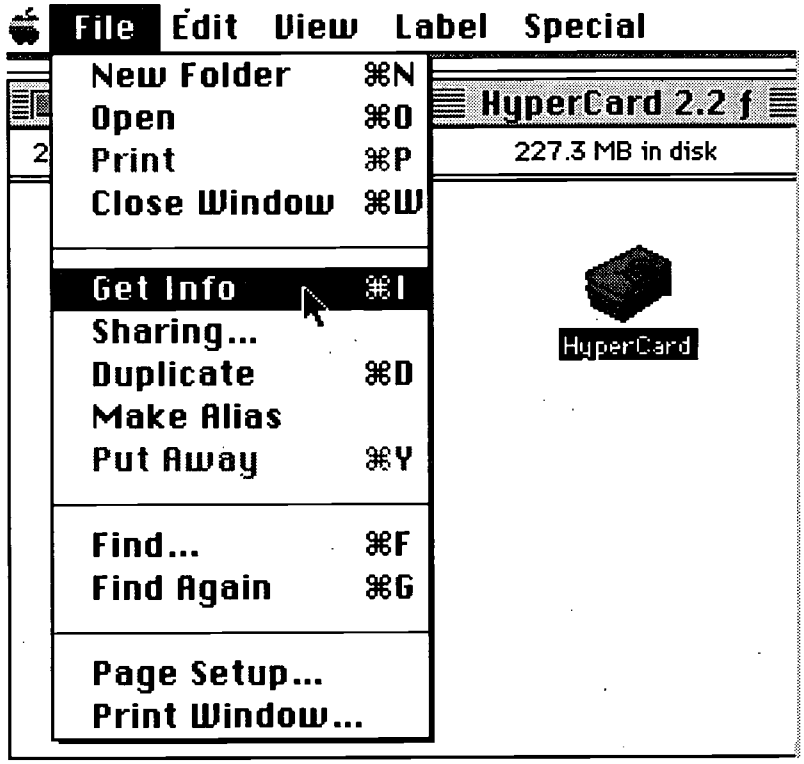

Figure 15. Selecting HyperCard & then the "Get Info" menu item.

* If necessary, increase the minimum memory allocated to HyperCard to at least 1550K (Figure 16).

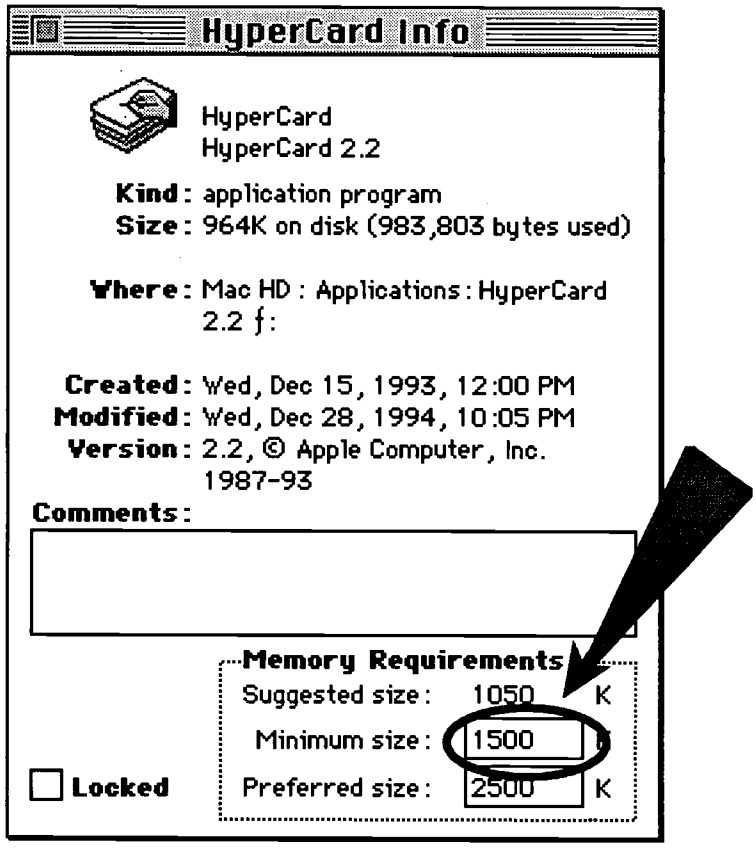

Figure 16. Setting memory allocation for HyperCard in the "Get Info" window.

2. To prepare the computer(s) to be used for the data base . . .
drag the floppy disk icon entitled "MM Book Reviews" folder onto the hard drive (as in Figure 17) of the computer that will eventually be used for the data base containing all of the students' multimedia book reviews. The entire contents of the disk will be copied into a new folder titled "MM Book Reviews" by this procedure.

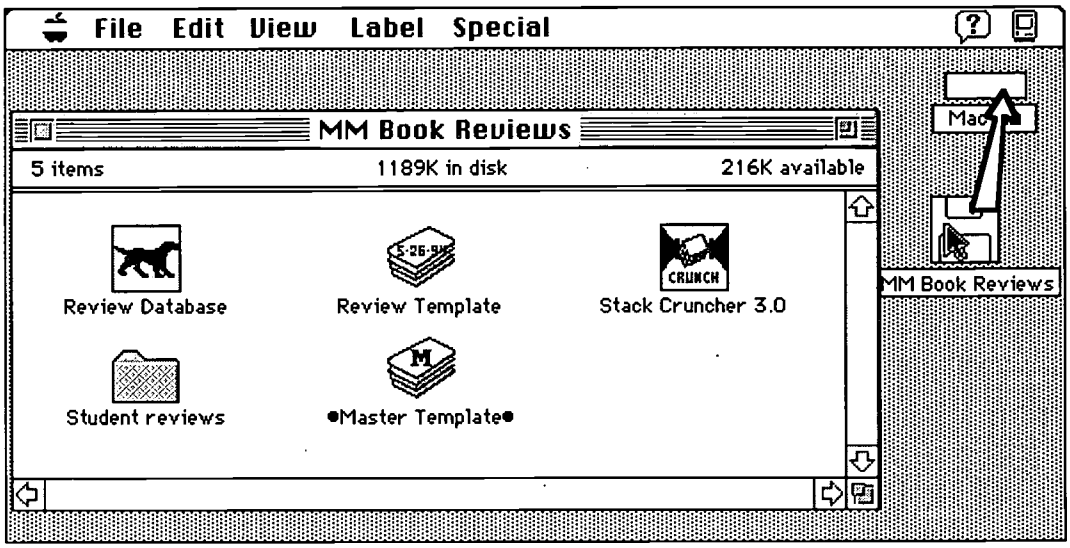

Figure 17. Copying the disk "MM Book Reviews" to the hard disk.

3. To prepare a disk for each student who will be creating multimedia book reviews:

   * Insert a blank floppy disk, initialize it if necessary, and drag the "Review Template" stack from the hard drive window to the floppy disk icon. (This will copy the file to the floppy disk.)
   * Open the window for the floppy disk (by double clicking it).
   * Rename the "Review Template" stack with the first and last name of the student who will use the disk. For example, "Joe Student" would replace "Review Template" on Joe Student's disk.

Note

You may also wish to use the student's name as a title for the disk icon and also put the student's name on a label attached to the outside of the disk for easy identification.

* Eject the disk and repeat this process with each student who will be entering multimedia book reviews.

4. To enter your school's name, teachers' names, and class lists:

* Hold the option key (on the keyboard) down at the same time that you launch (double click on) the "Review Database" stack icon.

Note

You must hold down the option key until the stack has been fully opened; that is, until the hand with the pointing finger () appears.

Holding the Option Key down allows a teacher to enter an editing mode. In most instances teachers will NOT want to share this feature with students.

* Click the •Class List• button on the **Search Options** card and then click once on the •Options...• button (Figure 18) on the **Teachers** card. Then a dialog box (Figure 19) will appear.

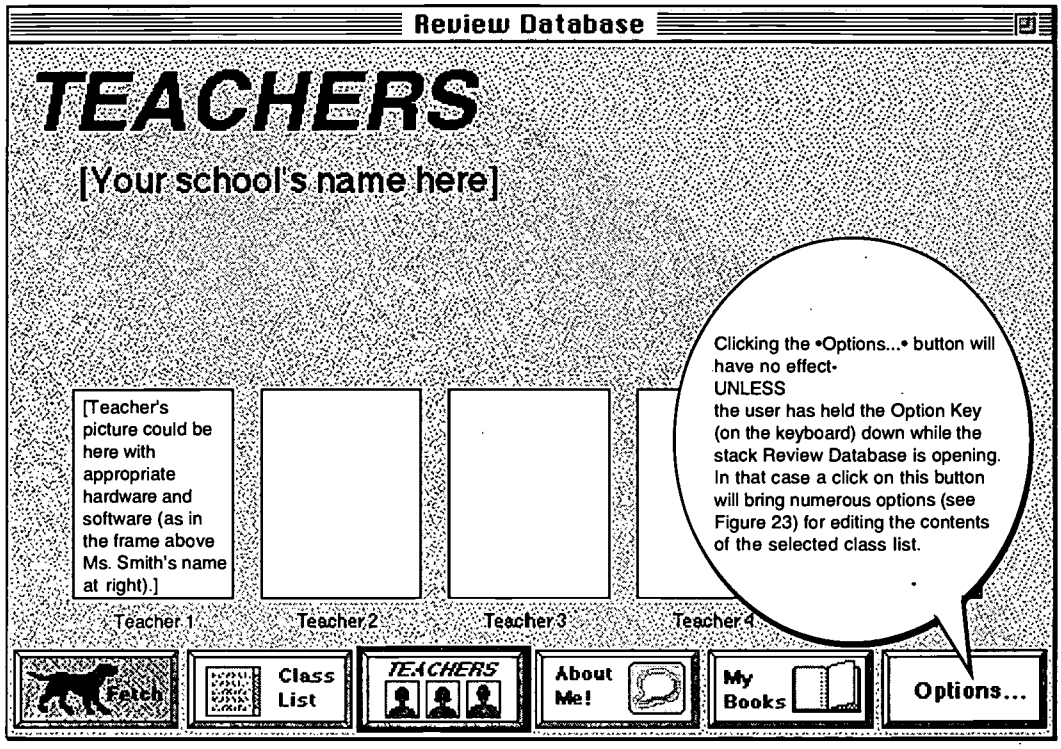

Figure 18. The •Options...• button on the **Teachers** card.

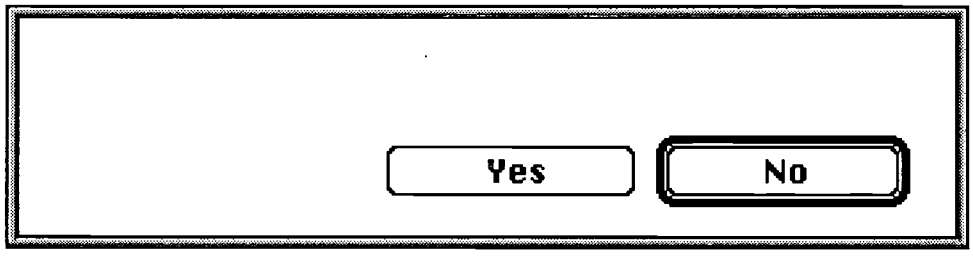

Figure 19. Dialog box resulting from a click on the •Options...• button on the **Teachers** card.

* Click "Yes" and you will receive the directions (Figure 20) for entering a new school name.

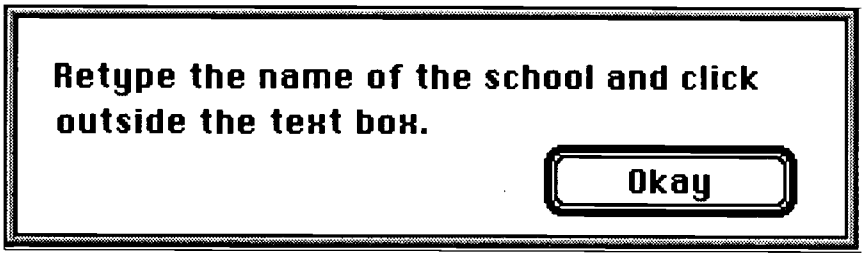

Figure 20. Directions for editing the school name

* With the option key (on the keyboard) held down, click on the empty box (picture frame) above "Teacher 1" (see Figure 18). Answer "Yes" to the dialog box shown in Figure 21.

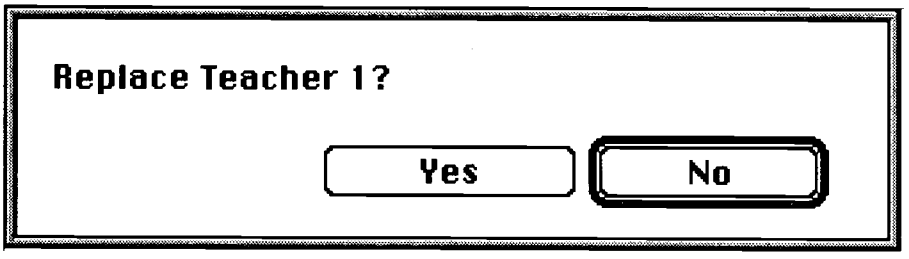

Figure 21. Dialog box resulting from clicking on a teacher's frame with the option key (on the keyboard) depressed.

* The program will then prompt you to enter a teacher's name (Figure 22). This operation can be repeated for any of the boxes at any time. In this example "Ms. Johnson" will replace "Teacher 1" on the **Teacher** card once "OK" is clicked.

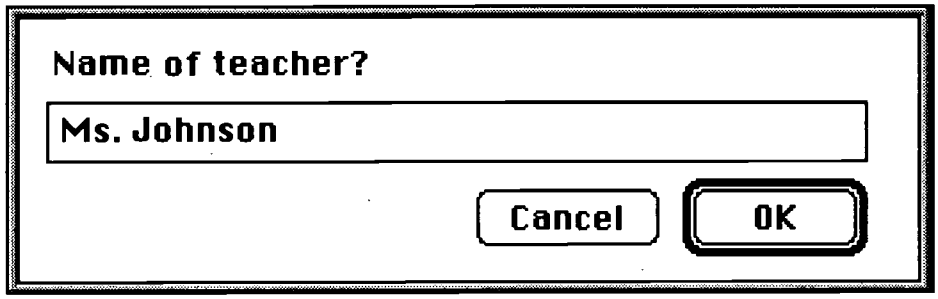

Figure 22. Dialog box allowing user to change the name appearing uder a teacher's picutre frame.

* Then click that same teacher's frame again (without the Option Key depressed) and click the ●Options ...● button on the **Class List** card to review the options (see Figure 23) for entering student's names for the selected teacher's class.

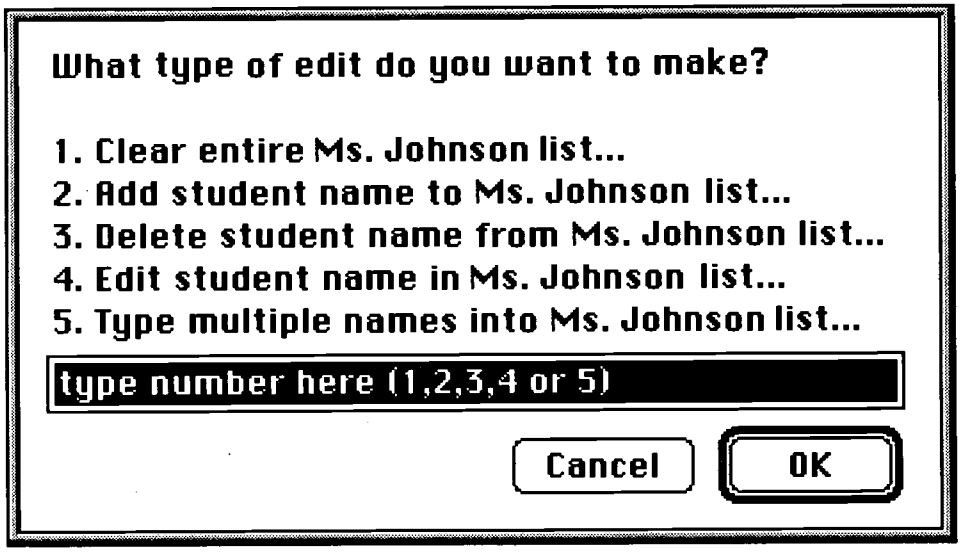

Figure 23. Class list entry options; accessed by clicking the "Options..." button on the **Class List** card.

* Type the number 5 "Type multiple names into Ms. Johnson list . . ." (Figure 23). You will be prompted to enter each student's name with the dialog box shown in Figure 24. When the last student has been entered, leave the word "Done" in the "student name" box and click "OK."

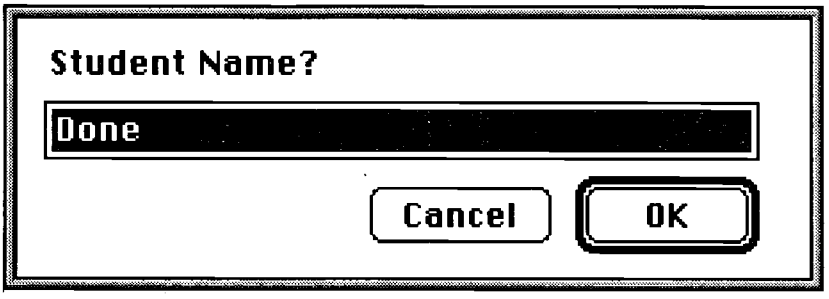

Figure 24. Student Name entry dialog box.

Note

The names of students entered into a class list must match exactly their file names on the floppy disks, as described in the previous step. The *Review Database* stack will not recognize reviews entered by Robert Smith if he is listed as Bobby Smith or Rob Smith on the class list. However, HyperCard is not case sensitive ("Bobby Smith" is equal to "bobby smith"). But, blank spaces WILL cause problems. In the examples below the underscored spaces represent blank spaces.
For example, none of the following entries is equal to Robert_Smith:

Robert_ _Smith
_Robert_Smith
Robert_Smith_

If you have access to the equipment and expertise needed to digitize students' photographs (for example, a still video camera or scanner, video capture and editing software, basic knowledge of HyperCard 2.2, etc.), you may wish to paste each student's picture into the box provided on the **Books I have Read** card (Figure 2) and each teacher's picture into the boxes provided on the **Teachers** card (Figure 9).

9.0 *Introducing Students to Multimedia Book Reviews*

In this section, we provide some general suggestions for introducing students to multimedia book reviews. This outline is intended only as a basic introduction to the multimedia book reviews and its features. Teachers are encouraged to adapt and extend the outline to match their students' needs, the instructional context, available equipment, instructional goals, and so forth. Additional group or individual instruction and guidance may be needed as students begin to experience problems unique to the instructional context.

Step 1: If necessary, acquaint students with the basic conventions of using a Macintosh computer.

Step 2: Introduce students to the concept of multimedia book reviews and overview the various components of the program ideally through demonstration to small groups around a single computer or larger groups if you have an LCD panel or other means to do so. Explain how you intend to integrate this activity into the classroom routine and the conditions under which students will create multimedia book reviews and use the database. No two teachers and situations are identical and you must develop a plan that takes into account your goals, your particular students' needs, and the constraints of your teaching situation. It is likely that you will need to adapt your plan as you observe how it is working or not working.

Step 3: Distribute the disks you have prepared for each student who will be creating a multimedia book review. Have the students open the disk and then the file (stack) with their name. Then, have each student click on the demonstration button (Figure 25) to watch the demonstration sequence. Review the components of each screen and how students enter information.

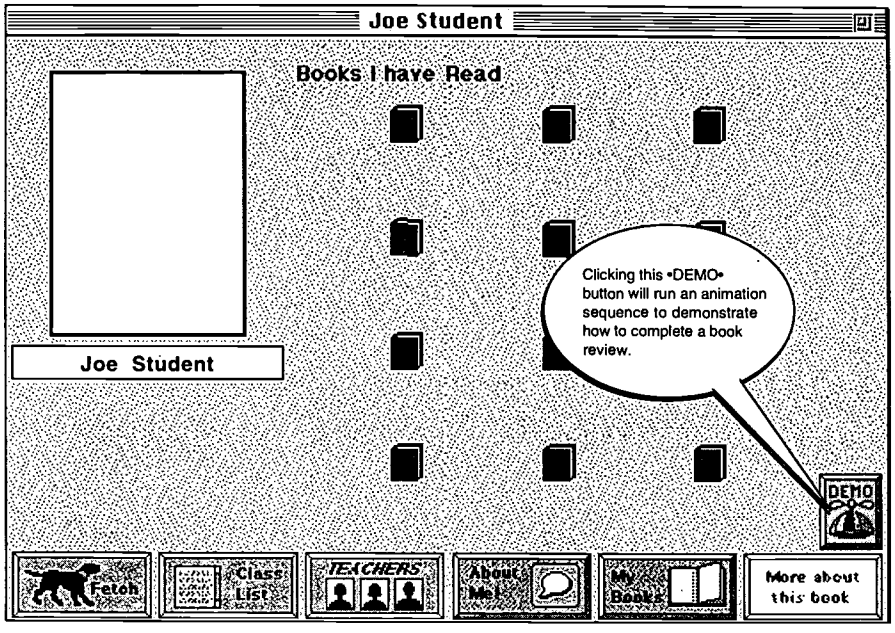

Figure 25. •Demo• button in a student's stack (created from the *Review Template* stack).

Step 4: Demonstrate and explain how to enter audio on the review card. (Under Special Features and Operations see "Recording Audio" [section 10.3].)

Step 5: Let students try entering a review of a book they have read. You may want to have students prepare a written review corresponding to the parts of the review template prior to coming to the computer. This preparation may be especially useful if there is only one computer or a limited number of computers available at one time.

Step 6: Provide guidance and answer students' questions while they work.

Step 7: Set up a *Master Stack* using the *Stack Cruncher 3.0* stack to combine students' individual work saved on floppy disks into a *Master Stack*. Once the class has completed several book reviews, introduce the use of the *Review Database* screens, focusing especially on the **Fido Fetch!** card and its search capabilities.

10.0 *Special Features and Operations*:

10.1 *Using the Cruncher Application*

In order for the *Stack Cruncher 3.0* to work properly, the following stacks must be placed in the same folder on the Macintosh hard drive.

a. HyperCard stack *Review Database*
b. HyperCard stack *Review Template*
c. HyperCard stack •*Master Template*
d. HyperCard stack *Stack Cruncher 3.0*
e. Folder titled "Student Reviews"

Note

Renaming Warning!
These HyperCard stacks are scripted (programmed) to use these exact file names as templates in creating Master Stacks and "crunching" stacks, etc. **DO NOT** rename any of the files above. Doing so will result in major problems.

Then:

- Students should copy their individual stacks from their floppy disk to the folder entitled "Student Reviews." In this screen snapshot (see Figure 26) Joe Student is about to copy his stack from his floppy disk to the "Student Reviews" folder window at the left. Have students copy their personal review stack (the one that was copied from the stack *Review Template* and named with that student's name) from their personal floppy diskette into the folder titled "Student Reviews." (If it is not placed into this folder it will NOT be included in the *Master Stack* when it is built.) To copy a file from a floppy diskette to the "Student Reviews" folder simply drag it to the target location as indicated by the arrow in Figure 26.

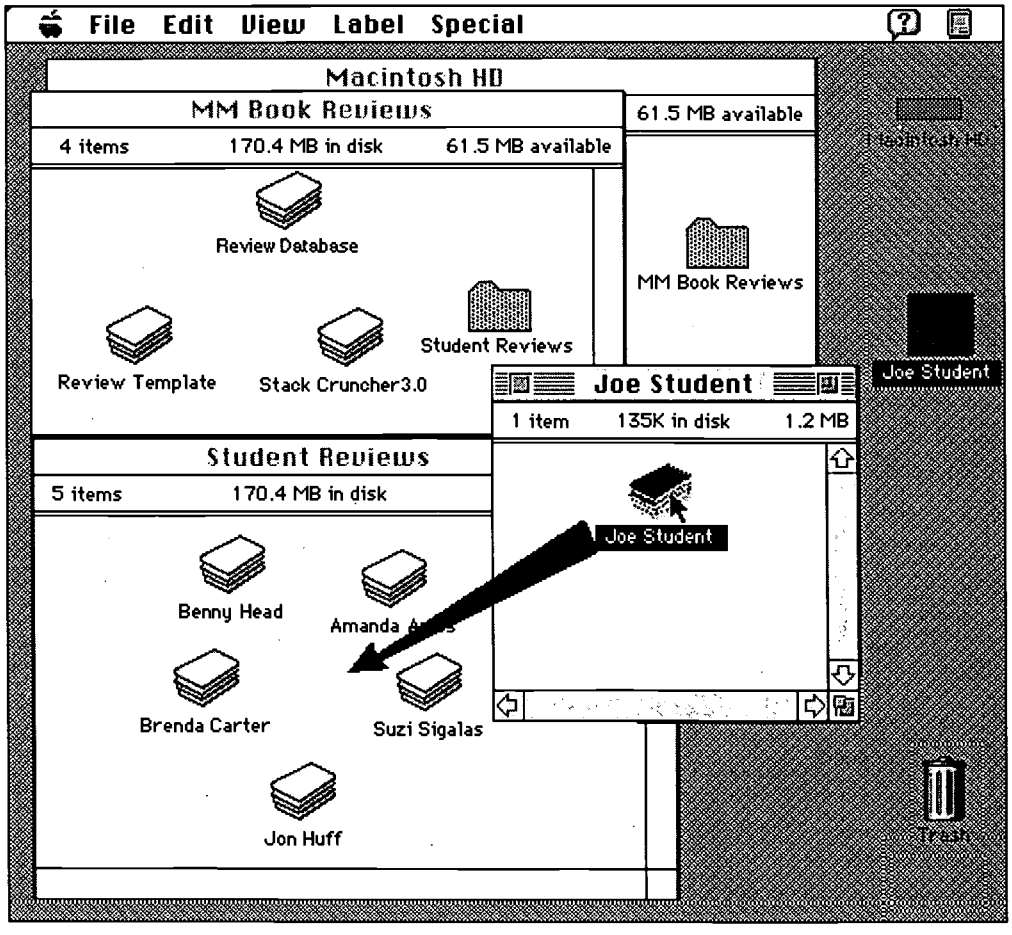

Figure 26. Copying a student's stack to the "Student Reviews" folder.

- After all students have copied their personal stack into the folder titled "Student Reviews," you can build the *Master Stack* using *Stack Cruncher 3.0*. To do so:
  — Open the HyperCard stack *Stack Cruncher 3.0* by double-clicking it.
  — Click the ●Crunch'em● button ...
  — Locate the "Student Reviews" folder ... Click it and then click on the button "Select student reviews." (Figure 27).

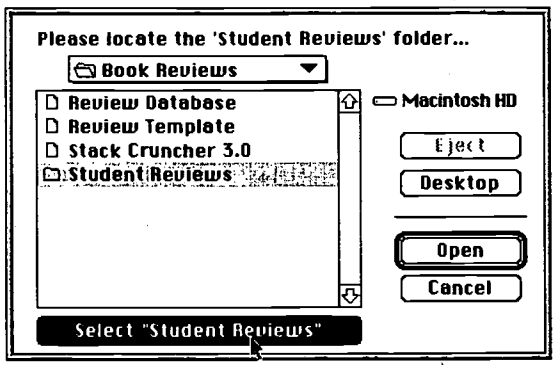

Figure 27. Selecting the folder entitled "Student Reviews" from the locate dialog box.

— Then you'll be asked to locate the newly created *Master Stack* (see Figure 28). Double click it to open it ...

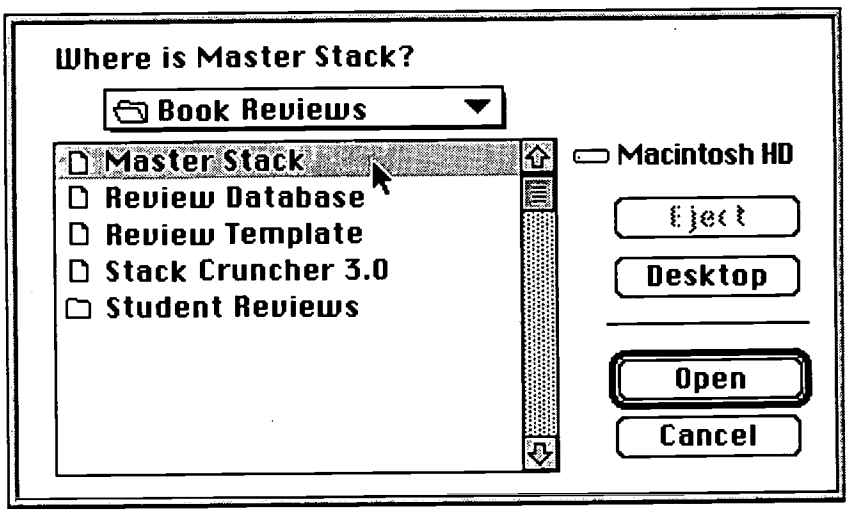

Figure 28. Locate newly created *Master Stack* dialog box.

— From that point the *Stack Cruncher 3.0* will do all the work, copying artwork, text, buttons to make a single large stack composed of all the book reviews. Progress will be indicated in three ways (see Figure 29):

1. The progress bar will darken from left to right.
2. The personal stacks will be highlighted as they are selected.
3. The bottom box will display which stack is being copied of the total number to be copied.

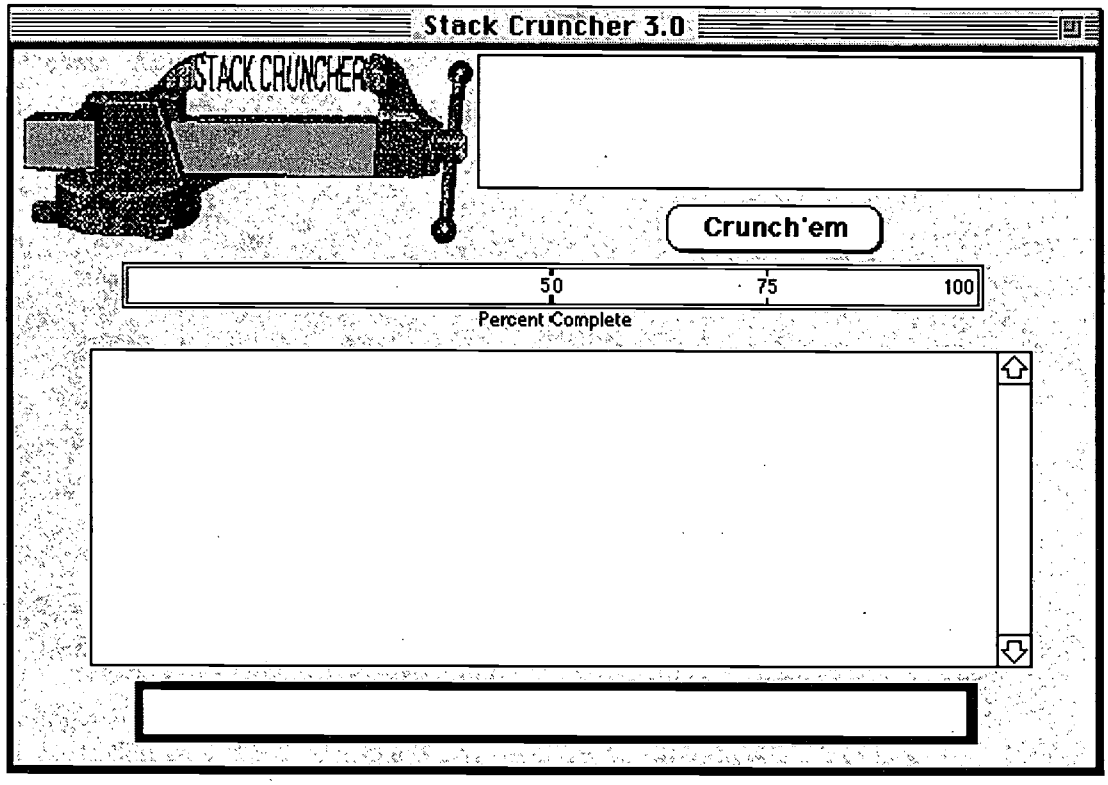

Figure 29. Stack Cruncher in progress.

— When the job is complete, you will be prompted to open either the *Master Stack* or the *Review Database* stack (see Figure 30). The *Master Stack* can be browsed using the left and/or right arrow keys on the keyboard or you may search the *Master Stack* from the **Fido Fetch!** card from the *Review Database* stack.

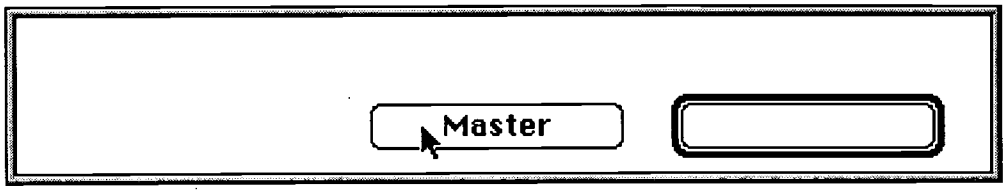

Figure 30. Dialog box appearing when the stack crunching is completed.

10.2 *Entering More Than 12 Books Per Student*

Each student's **Books I Have Read** card has 12 book icons. When a student wishes to enter more books, at least three options are possible.

- Make a new review template stack for the student, using a somewhat different name for the student's stack. For example, when Joe Student needs another stack name it "Joe Student 2." You must then add the new name to the **Class List** card in the *Review Database* stack as directed previously in the "Getting Started" section. Thus, on the class list, Joe Student appears twice, once as "Joe Student" and once as "Joe Student 2."

- If fewer than five teachers are using the multimedia book reviews, a teacher might use two teacher slots for the same class. Thus, Ms. Smith might have two class lists one labeled "Ms. Smith" and a second labeled "Ms. Smith 2" or "More Ms. Smith." Students could appear once in each list, thus having a template on each list.

- Two computers (or removable hard drive cartridges, if available) could be used. One computer (cartridge) could be used for books reviewed at the beginning of the year and one for books at the end of the year. This option would require completing the steps outlined in "Getting Started" (Section 8.0) for each separate cartridge or hard drive used.

10.3 *Recording Audio*

A microphone must be plugged into the microphone jack on the Macintosh to record audio input. Appropriate settings (for example, adequate volume) must also be selected in the sound file inside the control panels folder (see the Macintosh manual if necessary). Selecting "Audio" from the "Edit" menu displays the audio palette shown in Figure 31. The buttons on the audio palette work like a standard cassette tape recorder. The functions of each button are explained in Figure 31.

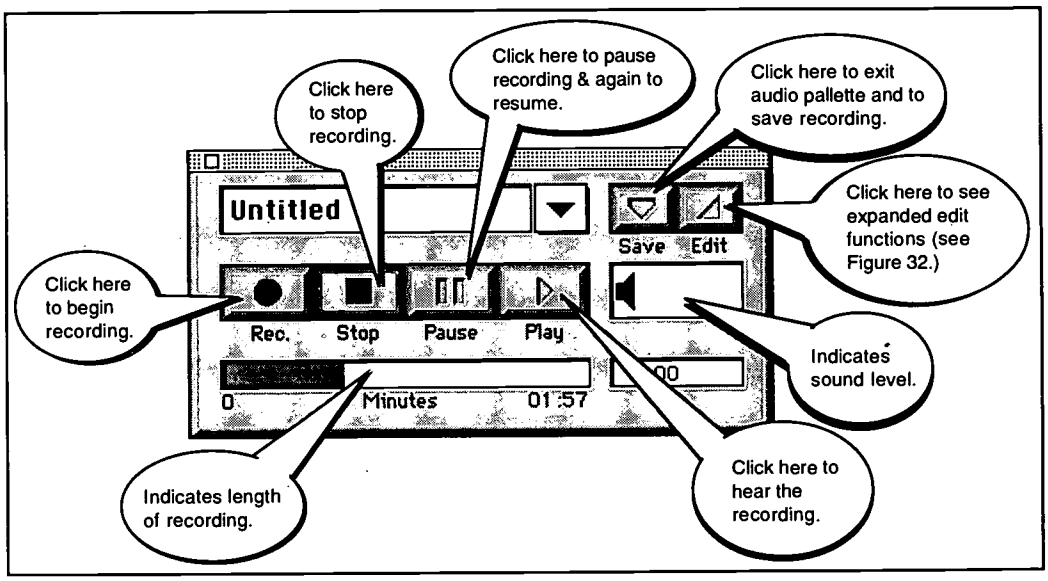

Figure 31. Simple audio palette.

Additional functions for creating audio are available by clicking on the edit button of the audio control panel. Doing so expands the panel as shown in Figure 32:

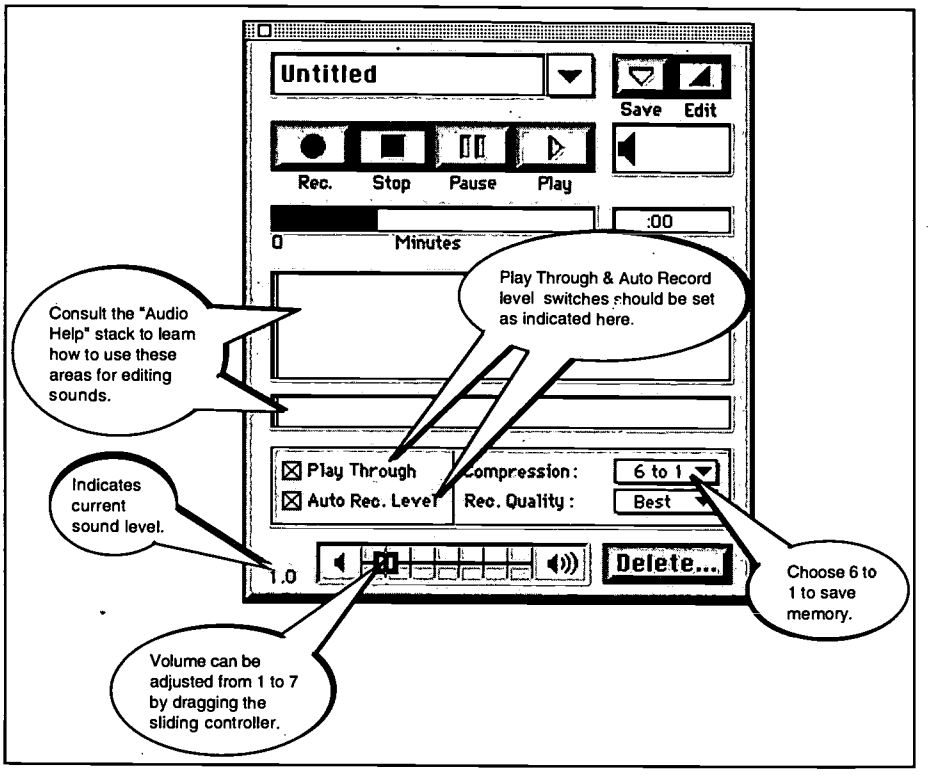

Figure 32. Expanded audio palette.

Two of the expanded controls are especially useful. First, by clicking and holding the down arrow in the box next to "Compression," you can choose "6 to 1" from among the three choices. By doing so, the memory required to store a recording attached to the audio button is reduced greatly. Second, the sliding volume control can be moved by clicking and dragging to the desired sound level. The "Play Through" and "Auto Rec. Level" boxes should remain selected with an "X." The empty white boxes will show a visual representation of the recording, which can be used for editing but it may be necessary to seek out additional information to use this feature effectively. There is a tutorial in the "Audio Help" stack that is bundled with HyperCard 2.2.

10.4 *Quitting HyperCard*

To quit, select "Quit HyperCard" from the pull down "File" menu on the menu bar. This action is the standard way to quit any HyperCard program.

Note

Saving changes
HyperCard saves changes on the fly, as the user moves from card to card. You do not have to "save" as in most other computer programs.

11.0 *Additional Hints and Suggestions*

You may want to have students brainstorm as a group, to think of descriptors for the "Categories" section of the book review card. When the categories are agreed upon, all students would use the same descriptors, thus facilitating key word searches later. The acceptable descriptors could be posted near the computer(s) that students use to enter and search their reviews. It is a good idea to create backups of students' work. Backups can be on floppy disks, external or removable hard drives, other computers, and so forth.

NRRC National Reading Research Center

318 Aderhold, University of Georgia, Athens, Georgia 30602-7125
3216 J.M. Patterson Building, University of Maryland, College Park, MD 20742

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

NOTICE

REPRODUCTION BASIS

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☑ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").