

8-1-2011

Integration of an iPod Touch into the Editing Process

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Integration of an iPod Touch into the Editing Process

by

Paige Reilly Langswager

August 2011


A Thesis submitted to the
Department of Education and Human Development of the
State University of New York College at Brockport
in partial fulfillment of the requirements for the degree of
Master of Science in Education: Childhood Literacy

Integration of an iPod Touch into the Editing Process

by

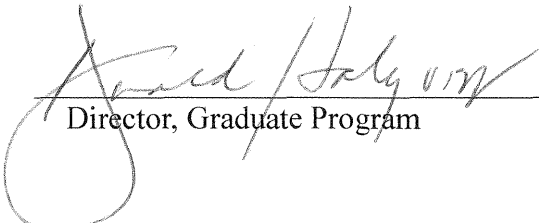
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Abstract

This thesis was designed to explore my growing curiosity about how and why students edit their work and if technology can improve those editing skills. I conducted a case study into a group of six sixth graders. I interviewed the case study students to find out about their perceptions of editing and looked for insight into how they edited. After the initial interview I taught my students how to use an iPod Touch during a peer editing conference. I then observed my students for an hour for six weeks during their writers workshop. I studied to see how their interactions and feelings changed based on the implementation of the iPod Touch. Once the six weeks were finished I again interviewed each of the students to see if their perceptions of editing had changed. I found that originally the students in my particular classroom understood why and how to edit, but many factors stopped them from editing their work. By the end of the study the students found the iPod Touch to be a useful tool to support their editing process.

Table of Contents

Chapter 1: Introduction.....	2
Chapter 2: Literature Review	7
Writing Process	7
Motivation.....	8
Integration of Technology	10
Chapter 3: Methods	16
Participant Selection and Research Environment	16
Instructional Methods for Study.....	17
Data Collection	19
Data Analysis	21
Limitations.....	21
Chapter 4: Findings	23
Why don't students edit?.....	23
Reasons students don't edit?	23
Difficulty/Length.....	25
Choice.....	26
Audience.....	27
Student Editing Strategies	28
Students Perceptions of iPod Touch	30
Conclusion.....	33
Chapter 5: Summary, Conclusions, and Recommendations	35
Summary and Conclusion	35
Limitations.....	41
Recommendations for Future Research	41
Recommendations for my Classroom	43
References	48
Appendix A: Student Pre Interview Questions	52
Appendix B: Student Post Interview Questions.....	53
Appendix C: Observation Form	54

Chapter One- Introduction

Every day during writer's workshop, students look forward to brainstorming and writing stories, especially stories that allow the students to be creative and give them a choice of topics (Calkins, 1994). After a week or so, I announce we are going to have an Author's Share. Before the students can share their work with parents and other students, they need to edit and revise their work. The vignette below is an example of a conversation that I often have:

Teacher: Is your story edited?

Student: Yes!

Teacher: Did you fill out an editing check list?

Student: Yes!

Teacher: So, your paper is perfect. No capital errors? No punctuation errors? No spelling errors?

Student: Nope! I even let Katie read it!

Teacher takes home student's work.

Next day:

Teacher: I need you to take a look at your story again. I noticed a lot of spelling errors. Did you actually reread your work?

Student: Nope!

This is where many teachers and students are frustrated with editing. When I began my study, I believed my students often thought their work was perfect, or they enjoyed their writing so much that they missed their mistakes. After studying editing, I realized that the reasons students didn't edit was due to a variety of reasons; some were my mistakes, and others were from my students' frustrations. I learned that my students knew their writing wasn't perfect and they needed to edit, but that sometimes they didn't know how to fix it or they thought it didn't hurt their message

too much.

After sharing this vignette with a colleague, he shared he felt the same, and that “editing always seemed like a negative step in the writing process.” Between my frustrations and this conversation I decided to look into editing methods. How could I change that step from being a negative one to something enjoyable and worth the time and effort?

Problem Statement

Many teachers wonder how to motivate their students to edit their writing. Teachers have felt students lack motivation in the entire writing process (DerMovsesian, 2001, France, 2003). Researchers agree that, for students, editing seems to be the most frustrating part of the writing process (McBride, 2000). I began this study to learn why students did not edit their work.

Significance of Problem

Many teachers have observed that students do not reread their work after finishing a writing piece. Teachers might think the students are not editing because the students think their writing is perfect. Researchers have found that students usually only give their work a quick glance after they have finished. Students are convinced that a quick glance is enough. Unfortunately, there are still simple misspellings and other careless grammatical mistakes in their writing (McBride, 2000). After researching editing, I realized that teachers do not really know why only

a quick glance is happening. Before researching I thought that some of my students could see their mistakes but lacked the motivation to fix them because they did not understand the purpose of editing (McBride, 2000). Some researchers say that students lack motivation to edit because the students struggle to realize that what they wrote is unclear to the reader (Davis & McGrail, 2009). Although many teachers believe this, I was not sure if I agreed, and I felt that someone needed to look further into why writing wasn't being edited. I believed that once teachers knew the reasons, they would be able to change students' negative feelings towards editing.

Purpose

The purpose of this study was to give my students a new routine to use to check their writing. The following research questions were addressed: To what extent could the use of technology improve students' perceptions of editing their work? To what extent do social interactions lead to increased recognition of errors? To what extent does recognition of errors lead the students to correct their texts?

I asked the question, how can teachers motivate their students to edit their work? During my research, I learned some teachers use technology to motivate reluctant students (Davis & McGrail, 2009, DerMovsesian, 2001, Ikpeze, 2009, & Reed-Swale, 2009). I wondered whether the integration of technology could motivate my students to edit their work.

In this study, I had students read their work into an iPod Touch. A peer, also read the same story into the iPod Touch. Together, the students listened to both

readings of the same paper and made notes on a copy of the story. After listening to both recordings, the students discussed where some mistakes needed to be corrected. Through multiple readings, I hoped the students could see grammatical errors.

I interviewed six students throughout the process. I first interviewed them to see their perceptions of the traditional editing process checking over the work alone with a check list. During the study, traditional grammar instruction continued. Each morning the students were introduced to different mechanics, such as sentence structures, parts of speech and capitalization and punctuation rules. Then, I collected an “edited” writing sample from each student. At this point, I taught my students the process of using the iPod Touch to tape their interactions with the technology. I then interviewed them after the process to see how they felt about using the iPod Touch to edit. I also kept an observation journal of my students’ interactions throughout the process. Through this study, I learned that technology can impact students’ feelings toward editing.

Rationale

I conducted this research project because I observed little consequential editing when my students were creating *professional* books. I asked the students to edit the writing themselves and with a peer. At times, I gave them feedback. Most often, nothing would change in their writing. Even if I marked specific corrections with a red pen, the mistakes were rarely corrected. When I voiced this concern to my colleagues, they all shared a similar problem, but none of them had a solution.

Definitions of Terms

The following terms are used through this study.

- Editing: checking spelling, grammar and punctuation, the mechanics of writing (Davis & McGrail, 2009).
- Revising: For the purpose of this study I also added a form of revising to the editing step. As one author/researcher calls it, “Proof-revising,” is where students are asked to go a step further to ensure that their writing makes sense to the reader and that their words are coherent and tell a story (Davis & McGrail, 2009).

Summary

Many students struggle to edit their work. They may quickly check it over and miss many important errors. They may not understand their mistake, or they have overlooked it because they know what the story should say. Any integration of the computer gives the teacher a better chance of engagement from the students than if technology is not used (Reed-Swale, 2009). Through the use of technology, each student was forced to read over his/her work. A peer would then read the work. After they both finished reading, they discussed the writing, like an author does with an editor, and listened to the story to see if it flowed. Students were excited to use technology, and the technology encouraged multiple readings. Through the multiple readings and technology, students saw they enjoyed editing better, and their editing skills improved.

Chapter 2: Literature Review

This study was conducted to explore how the use of technology changed the perception of students who were editing a writing piece. This study explored the writing process, motivation, and technology. Specifically, the study investigated an editing method for the writing process, examples of motivational methods that improve editing, and methods of using technology to improve students' editing.

Writing Process

Writing is a necessary life skill. People write to communicate, express their feelings, and to show that they have learned and understood something (Conroy, Marchand & Webster, 2009). No matter the purpose or the genre of writing, there is always a process that the writer or author goes through (Graves, 1973). In school, where the process of writing is promoted, writing is a student-centered activity (Lipson, Mosenthal, Daniel & Woodside-Jiron, 2000). This means that the student can take control of his/her learning, but students still go through similar steps in the process, although the steps may look different. The writing process is configured differently by many researchers (Elbow, & Graves, 1973). Lucy Calkins and Donald Murray refer to the writing process as, “rehearsal, drafting, revision, and editing” (Calkins, 1994, p. 22). This study defines the writing process to include planning, drafting, and revising (Lipson, Mosenthal, Daniel, & Woodside-Jiron, 2000).

Most important, these processes function recursively, responsive to writers' monitoring of what they want to accomplish and how well they are accomplishing it. Thus, at any moment during writing, a writer may replan, redraft, and revise with consequences for what is written. (Lipson, Mosenthal, Daniel, & Woodside-Jiron, 2000)

Some define editing as "...spelling penmanship, and use of mechanics" (Calkins, 1994, p. 290). For this study, editing has been defined as the checking of spelling, grammar and punctuation (Davis & McGrail, 2009), the mechanics of writing. In this study we are also adding the step of, "proof-revising" (Davis & McGrail, 2009), where students are asked to go a step further and make sure that their writing makes sense to the reader and that their words are coherent and create a story. Often when students are asked to edit, they quickly glance over the story and may only check for one of the above issues (Davis & McGrail, 2009). Students are convinced that a quick glance is enough, and consequently, the students are still misspelling simple words and making careless grammatical mistakes (McBride, 2000).

Motivation

Some research supports that motivation is an important factor for children when learning how to write (DerMovsesian, 2001). Without motivation, students will not be willing to take part in the complex writing process, let alone put in the effort to plan, draft, and revise (Lipson, Mosenthal, Daniel, & Woodside-Jiron, 2000). Further research supports that children who struggle with the writing process tend to

often have a negative attitude towards writing, because they have difficulty in spelling words and thinking of ideas (Dermovsesian, 2001). Research supports that the quality of the text is directly related to how the writing process is conducted and the thought process behind it (Braaksma, Rijlaarsdam, Hubb Van den Bergh, H. Van Hout-Wolters & Bernadette, 2004).

One method to increase motivation is to set goals. This strategy can be used to help students who make frequent conventional errors become more aware of them (McBride, 2000). The researcher, McBride, asked the question, “How can I influence students to care whether or not they’re good writers?” McBride did this research project with her “diverse backgrounds and skilled students” (p. 47). She started her research by giving each of the students goal sheets and asking the students to pick goals based on their own writing weaknesses. The students then collected baseline data. During the next few weeks, she supported her students to improve on their specific goals, through conferences and one-on-one instruction. At the end of the semester, she collected work samples. Then she asked her students to reflect on a series of questions reflecting on their success or lack of improvement. The teacher found that the first and second writing samples didn’t show huge improvement. However, students’ reflections supplied valuable information. She found that most students were honest and realized that they weren’t improving, she and noticed that through their goals, her students were becoming aware of their writing and it was making them accountable for their repeated mistakes. Through forcing her students to reflect on their process, they looked at their mistakes and learned from them, rather than just seeing

red pen all over their papers. As the year continued, her students' writing did improve (McBride, 2000).

Another way to motivate students to write or edit is through offering the students a choice in their writing. Choice implies that students are empowered within classroom interactions and decisions (Wortman, 1993). They should be offered a choice within the planning, exploration and sharing of ideas (Snowball, 1992). Specifically, allowing our students the opportunity to write about something they value, they are more likely to value the writing and therefore take pride in it. By allowing our students a choice, we encourage them to become "...deeply and personally involved with their writing" (Calkins, 1994, p. 12). That involvement will motivate them to care about the writing piece.

Teachers find that although the students can see mistakes, they lack the motivation to fix them, and they do not understand the purpose of editing (McBride, 2000). Some researchers say that maybe students lack motivation to edit because they themselves struggle to realize that what they may perceive as accurate to them on paper is still unclear to the reader (Davis & McGrail, 2009). Teachers may accidentally create the students' negative attitudes towards editing because of the delivery of the material. Instead of teaching editing as an inquiry it often looks like this:

Spelling becomes a list of words copied on Monday, syllabicated on Tuesday, put into sentences on Wednesday...Punctuation becomes yet another slot in the school day—one that is filled with exercises. During the writing

workshop, spelling and punctuation can become a source of endless heart-aches. (Calkins, 1994, p. 293)

Through the rote instruction, students tend to be bored. They lose interest. Students need other ways to play and explore with editing.

As teachers we need to create opportunities for our students to see the value in editing their work. One way is to make sure the students understand their audience when writing (Davis & McGrail, 2009). The other avenue is through creating goals that students can work toward improving (McBride, 2000). Another method is to offer the students a choice with their writing (Calkins, 1994, Snowball, 1992, & Wortman, 1993). I am testing a fourth method, to learn if incorporating the use of technology will motivate students to edit.

Integration of Technology

Lately there is a push in education to integrate technology into the classroom. Our students have grown up in the digital age. Technology is and will continue to be a part of their lives and as educators we need to prepare them for this. Students often use technology, specifically computers, in their free time. Many students can access educational websites from home, which encourages a connection between school and home learning (Ikpeze, 2009). Any integration of the computer gives a better chance of engagement from the students (Reed-Swale, 2009).

Some ways to integrate computers into the classroom are through the use of podcasts, blogs and web pages. As students create on the internet through these ave-

nues, they are given an audience for their writing, so they can see a practical purpose (Davis & McGrail, 2009). Some educators have found that students take pride and ownership in their published web sites (Reed-Swale, 2009). Students do not want misspelled words or grammatical errors published on the internet (Reed-Swale, 2009). These authentic writing opportunities can give students motivation to improve their writing skills. One teacher found that blogging gave his students a voice. This mode of communication allows students to express their ideas without the worry of peer pressure (Ikpeze, 2009).

Computers can also offer an opportunity for students to focus on content versus process (Dermovsesian, 2001). When typing, students can focus on what the story says, rather than concentrating on the handwriting process, which can be difficult for some students. Also, the fear of misspelled words can deter students from trying out new vocabulary. The use of spell check can greatly benefit struggling students. In addition to these advantages, there are specific programs like Audacity, a voice recording program, which allow the students to hear their mistakes. Also, it allows both the teachers and the students to see patterns of mistakes that are being made. These patterns can be fixed by the student or turned into mini lessons by the teacher for the whole class to learn from (Dermovsesian, 2001).

The following articles were helpful in figuring out a possible process for my study. France (2003) wanted to find out if she could increase student interest in writing through the use of technology. The project was done in a fifth grade classroom of twenty-one students from September 2002 to November 2002. Data was collected

through pre- and post-intervention questionnaires, student observations, and post-intervention interviews. During the intervention, students took part in writing activities that included generating a classroom newsletter using a computer program called Appleworks. They worked to publish interactive stories through HyperStudio 6.0. In addition to lessons on the technology, the researcher also taught lessons on “mood, personification, dialogue, and sensory images” (p. 35). The researcher had the students take part in some traditional writing that did not use the HyperStudio, activities, and some included the use of word processing software. Some examples of writing were friendly letters, how-to paragraphs, daily journals, content related writing and more. The researcher found that her intervention was successful, resulting in an evident impact on students' interest in writing when technology was integrated. Specifically, all students' favorite writing pieces had some form of technology integrated into it (France, 2003). The researcher also noted that any form of writing with an audience also had an increase in enthusiasm. This article supports the theory that technology engages students. Unfortunately, I didn't have the means to get the HyperStudio 6.0, so I began looking for other forms of technology that could support my students.

DerMoveiseian's (2001) research helped me realize listening to writing can help writers edit. She wrote about a case study with four second-grade students. DerMoveiseian used a computer program called the “Ultimate Writing and Creativity Center” in an after-school writer's workshop. The researcher found that the computer program gave the students ideas to use to write while motivating the students to write. One component that caught my attention was the “*The Presentation Theater*,” where

the computer read the student's work allowing for the students to hear their mistakes in their writing, allowing a chance for the teacher to authentically teach a mini lesson. Again not having the computer program was a frustration but it gave me an idea to look into podcasts as a possible method for my students to use to improve their writing (DerMoveiseian, 2001).

After researching for a while I finally found a study that asked similar questions to mine and also used technology that I had accessible through my school. Davis and McGrail, (2009) show how they supported their students' writing, specifically their editing and revising through technology. The teacher began by asking her students "When you make changes in your writing, are they usually small or big changes? ...How do you know that your readers understand what you mean?" (p. 523). Through the questioning, the researcher learned that students read over their work quickly and felt their writing was already good and they rarely asked if the reader could understand what they were writing. The teachers showed how, through using the computer program Audacity, it allowed the students to use the "metacognitive skills of monitoring, diagnosing, revising, and editing," of their writing. The teacher used interviews and observations of her fifth grade classroom to report her findings, observing her students reflecting on more than just editing and revising but the entire writing process. Through listening they were able to hear where a peer was not fluent when their story was read. The researcher also found that the use of blogs and podcasts made the writing process more authentic to her students. The students

were more engaged to reread, listen, and think about their work (Davis & McGrail, 2009).

After analyzing this study, one problem the researcher found was that the Audacity computer screen had too much visual stimulus (Davis & McGrail, 2009). This is where I thought of using an iPod touch, specifically the Voice Memo App to record any form of audio with using an external microphone. The students would go through a similar partner editing process as the students in this study, but the iPod Touch is a lot easier for my students to use. I also felt that if I added more emphasis on the social interaction (McBride, 2000), that the two together would work well.

Summary

The writing process can be a student centered process. Students will go through different variations of planning, drafting, and revising (Lipson, Mosenthal, Daniel, & Woodside-Jiron, 2000). Various methods can be used to motivate students to edit writing; set goals, create writing for an audience, give your students choice, and use technology to improve editing skills (Davis & McGrail, 2009, France, 2003, & McBride, 2000). Specific technology that can improve editing writing are blogs, podcasts, webpages, Audacity, Ultimate Writing and Creativity Center, and Hyperstudio (Davis & McGrail, 2009 DerMoveiseian, 2001, France, 2003, Ikpeze, 2009, & Reed-Swale, 2009).

Chapter Three: Methods

This study was conducted to explore how the use of technology changed the perception of students who edited a piece of their writing. The students were instructed to use an iPod Touch during a peer editing session to edit their work.

Participants

I conducted my research through a case study of six sixth-grade students. The setting for this study was a suburban school outside Rochester, New York. The school was a school of choice, meaning that the parents had selected this school as the educational setting for their children. The classroom was a multiage- level room, meaning that there are both fifth- and sixth- graders in the classroom and all subjects were taught in the same room by the same teacher. All the participating students were Caucasian, from middle- to high-income homes. Four of the students were girls and two were boys.

Positionality of the Researcher

I conducted my research during the final semester of graduate studies in Childhood Literacy at the State University of New York, College at Brockport. I hold a New York State initial teaching certificate in childhood education, grades 1-6. I am a tenured teacher in my fourth year of teaching fifth and sixth grade in a general education classroom. I have spent seven years studying the best practices for various

elements of teaching in the elementary school setting through college courses and staff developments. My most recent studies have focused on effective instruction and practices, specifically in the area of literacy. Since I work in a multiage classroom, this is my second year as the general education teacher for the students in this study.

Criteria for Trustworthiness

My goal for this research was to present my observations and interviews in an honest and professional manner. I had prolonged engagement, researching students' writing and editing processes for six weeks. During the observation time, I conducted persistent observations; the students had my full attention, and I took detailed notes. I triangulated my data between interviews, observations, and research. My students were debriefed throughout the entire process so they understood my work and their rights. My observations and reflections have allowed me to become a better teacher, and those with whom I share my findings will be better teachers, too. I took every precaution to list the facts in a nonjudgmental and objective way and to not let my opinions influence the data collection and analysis.

Procedures of Study

Prior to introducing the technology into the editing process, I interviewed all the participants to learn about their perceptions of editing. Once all the students had been interviewed, the students were taught how to record on the iPod Touch. After the students recorded, they were told how to conduct their buddy-editing conferences.

The new editing process was adapted from the studies by McBride (2000) and DerMovsesian (2001). The students were able to pick their buddy editor from among others in the study.

Before we edited, the students had to write stories. Then each student read his/her writing into the iPod Touch, without his/her buddy listening. Student-One corrected his/her personal paper for any revisions and editing mistakes he/she noticed during the reading. Student-One then asked a buddy to read Student-One's paper into the app. While the buddy read, Student-One did not say anything. Once the buddy had finished, both students listened to both readings while marking any differences between what they heard and the actual text. After this process, Student-One published a copy to share with other classmates or parents. The published copy would then receive a grade.

Throughout this time, the entire class received lessons on grammar, punctuation, capitalization and other writing rules for a half an hour a day. Students also had four 15 minute mini lessons a week about gaining ideas, the writing process, and story structure. Lessons depended on my observations and the students' needs.

After the students had written multiple papers and had gone through the buddy-editing process with the iPod Touch a few times, I interviewed them. My interview questions were based on Graves (1973). These research methods had a low risk to participants and yielded high benefits to the researcher. Transcripts were made of all interviews and editing process recordings for data analysis. Data was collected through transcripts, observations, and work samples. All transcripts and recordings

were saved as computer files only on my personal computer, under a password-protected entrance. I transcribed all the interviews and created pseudonyms for all participants. All data was destroyed at the conclusion of this study.

Data Collection

Various data collection techniques were used in order to explore the impact of technology on each student's perception of the editing process. I gathered data through interviews, field notes, and transcripts of the recordings created by the students during their discussions of the editing process.

Interviews.

Interviews were held multiple times throughout the study. All students had a pre-study interview and a post-study interview. The following questions were asked:

- What does it mean to edit your writing?
- On a scale from one to five, how do you rate the editing process? Why?
One: you hate to edit your work, five: you love editing your work
- (Referring to a specific piece of writing) Explain to me how you edited this work. Where did you make changes and why? (Graves, 1973)
- If your teacher looked at this work, how do you think she would feel about how you edited it? Do you think there is anywhere she would make changes that you didn't? (Graves, 1973).

In the post-study interviews, the students were asked the following questions:

- What does it mean to edit your writing?

- On a scale from one to five, how do you rate the editing process? Why?
One: you hate to edit your work, five: you love editing your work
- Do you think the iPod Touch made any difference in your editing?
- (Using the piece of writing they had just edited) Explain to me how you edited this work. Where did you make changes and why? (Graves, 1973)
- If your teacher looked at this work how do you think she would feel about how you edited it? Do you think there is anywhere she would make changes that you didn't? (Graves, 1973)

Field notes.

I collected data on observations (see Appendix C) made while the students were editing their work. I looked for physical indications of their perceptions of editing. What was their body language? Were they paying attention or fooling around? Were the students discussing or fighting?

Transcripts of the editing process.

I recorded, on the iPod Touch, discussions (or lack of) the students were having while they were editing. I also recorded all of the interviews. Later, I listened and typed word for word what was said. Through the use of transcripts I was able to see exactly what the students discussed during the process. I was also able to ask clarifying questions that allowed me to dive deeper into my students' thinking and allowed them to clarify their statements.

Data Analysis

I began the analysis by transcribing each of the pre-study interviews. I then organized each of the responses according to the corresponding question. I looked for patterns within each of the answers to the questions. I used a color coding technique for those patterns. Once I did that, I then moved each of the responses around, checking to see if any answers to other questions were similar to answers in the other questions. After I completed coding, I got a baseline analysis of how students felt about editing. I then analyzed their behavior during editing and then their responses during the post-interview. I again looked for patterns within their responses that supported my findings in the pre-interview, and I looked for any changes that may have occurred due to the introduction of the iPod Touch.

Limitations

Initial limitations to this study included length of study and the teacher being the researcher. The study was only six weeks long. During this time some students completed many writing pieces while others only completed one. With a longer study, the researcher might notice a decrease in excitement when using the new technology, due to novelty wearing off. Another limitation was the classroom teacher being the researcher. Students' answers were not always authentic for the question, "What do you think your teacher would think of your editing?" I worry that they feared punishment for stating an opinion of good writing that differed from my own. Graves found that students valued different aspects of writing than their

teachers (1973). Another problem with the teacher being the researcher was students were more concerned about their work because they knew that their writing would be analyzed. Students admitted during interviews that at some points they only did the work because it was for the teacher's/researcher's thesis.

Summary

This study was conducted to explore how the use of technology would change the perception of students who edited a piece of their writing. After interviews were held to find students' initial perceptions, the students edited using the iPod Touch. At the end of the six weeks, another interview was held to see whether their perceptions had been affected. Then data analysis was conducted regarding observation notes, interviews, transcripts and writing pieces to see the patterns that had emerged.

Chapter 4- Findings

Students do not edit their writing for a variety of reasons. Making mistakes in writing is a part of writing. It is inevitable – why else would people edit for a living? While my students edited using the iPod Touch, I learned that boredom, length of piece, misunderstanding of peer-editing, and lack of audience are all reasons why students may not edit their work to teachers' standards.

Why don't students edit, and do they even know what editing is?

At first I wondered if the students did not edit merely because they either did not understand editing's purpose or they did not have sufficient strategies. I learned that neither theory was correct. Through the interview part of my study, I learned that my students can explain what editing is. When asked interview question #1, "What does it mean to edit your work?", all the students stated that, "Editing is changing the spelling, grammar, capitals, and punctuation of a paper." Two students even talked about making the paper "professional" and getting rid of mistakes, so that the writing does not interfere with the reader's understanding, or change the meaning in any way.

I learned that even though many students apply the strategies taught to them, they don't always use them appropriately. For example, Julie used an editing strategy, but did not use it correctly. Julie had written, C-O-P-S, on a piece of writing she worked on during the interviewing stage of the research. C-O-P-S is a strategy that

her elementary-level teacher taught her. The students learned to write C-O-P-S across their papers and then read the essay four times through: first time looking for C – capitals, the second time O – organization, the third time P – punctuation, and the last S for spelling. I noticed that she had written the letters on her paper by choice, but she missed an important part of the process. After each read, she was supposed to slash each letter off to show she had done that part. This student simply went through the motions and really did not use the strategy correctly.

When asked about how to edit, all students discussed a method to edit their work. Julie demonstrated a C-O-P-S method, and Billy and Tracy mentioned it too. Molly and Julie spoke about a circle method to editing their work. None of the students' writings reflected an improvement due to the strategies they named.

Nate, Kelly, Tracy, and Julie talked about the importance of asking a friend to edit work. I have taught many mini-lessons stressing the importance of this strategy. Billy shared that it is important to have a friend edit work because there might be sections that are clear to the writer but may not be to the reader, and writers need those fresh eyes to point out the lack of clarity. Nate explained that he has a friend edit his work, "...in case I might read it and because I already know the whole story, I might skip some parts." He indicated that he might not notice the little errors such as a wrong *there instead of their*, *is* written two times, or other examples that don't affect the meaning, but make the writing unpolished. Julie explained that she has a friend look at her writing because when she edits, she skims and reads it too quickly, never

finding any errors. I was shocked when I learned that Julie, Molly, Nate, and Billy also admitted that sometimes they did not edit their work themselves, but only had a friend do the editing. I consistently encourage my students to have a buddy edit their work because it is another way to help them find their mistakes. If the students are not reading the work themselves, then what are they learning from editing? Also, why would a buddy put in effort to edit well when the writer isn't willing to make that same effort? Again, this is an example where the students go through the process, but misinterpret and do not use the strategies correctly.

One of my questions when I began my research was, "Why don't students edit?" I thought maybe they did not know what editing was, or maybe no one had ever given them a solid method to use. Through my interviews, I learned that my students did know what editing was; they even know the purpose. They also had been taught a variety of strategies to edit their work. They just do not always apply the strategies properly.

Difficult/ length.

When asked, Billy admitted he did not edit if the story was long. Nate agreed. They both talked about how long writing pieces make editing frustrating and very boring. I believe they feel this way because editing takes a lot of work and many pages overwhelm students because they recognize just how much work revising (or editing) will take. Julie also stated that she understands why she needs to edit, but she

feels very bored while doing it. Julie supported this thought by saying, "...it is boring and it takes a while, especially if I have a lot of mistakes."

Julie discussed when she purposely doesn't change mistakes in her papers. Sometimes a friend may pick out something that needs to be fixed in her writing, and if it is something that may cause multiple changes throughout the paper, she admitted that she will not do it. It is easier to just have that small part not make sense than have to fix everything in the entire essay.

Tracy and Billy explicitly stated frustrations with editing spelling. When they are unsure how to spell something, they shared how difficult a dictionary is to use when they have no idea how to spell the word. This made me think about students who have no idea about specific grammar rules. If they have never received explicit instruction or exposure to certain grammar rules, how would students know how to apply these rules? And if students don't know the rules, how can teachers expect them to make the edits? Julie supported this thought by saying that she feels dumb and gets embarrassed when she does not find something that needs to be edited. Molly also admitted that there were a few times she was convinced that her writing was perfect until she really looked at it.

Choice.

Tracy made an interesting point when she stated that she actually enjoys editing when she is writing about a topic she cares about. Tracy pointed out that if she

doesn't care about the topic, she has no interest in reading the essay, and therefore, the edits will not be made. This made me think about the importance of offering students choice when they are picking a writing topic. I can't control what they are interested in, but by allowing them the opportunity to write about a topic of their choice, they are more likely to pick a topic that interested them, therefore, allowing them to be invested in their writing. Investing in the writing process will motivate students to edit their writing.

Audience.

Tracy also talked about editing for a contest. She states that she would have been more likely to edit her work had her work been entered into a contest. She would want to edit her work if it was going to be in a contest where someone besides the teacher would actually look at it. Billy too talked about how he would not want people to see his "bad story." He would work harder if he knew someone was going to read it or if it was going to be published in a class book. Editing is hard work, and it takes time and effort. If students know no one will be paying attention, they have no desire to put in the effort (Fox, 1994). This really makes sense to me. It is a lot of work, and unless you truly care about the topic, why would you want to put in the effort? This makes me wonder; why should students edit their homework or quick review assignments that no one is going to even look at? Teachers need to think about when it is appropriate to expect editing and to what detail the editing should be done.

Student editing strategies.

Students know what editing is, as discovered through my first research question. However, through observation, I have come to realize that students create their own variations to teachers' strategies depending on their feelings about editing.

On February 10, 2011, Molly read her story "Cheeseburgers," and her friend Tracy read it, too. As I observed the girls listening to the recordings, I noticed that Tracy's fluency while reading the story sounded remarkably different than when she reads during reader's workshop. Her emphasis was on errors, misspelled words, and repetitions. For example, Tracy read a word the way it was spelled, and Molly attempted to correct her. Tracy repeated the misspelled enunciation. Tracy goes on to point out in the same manner that other words, such as *funniest*, *fries* and *uncle*, are spelled incorrectly. Tracy declared the essay was "awkward" at one section, and when a section repeated itself she recorded that section of the essay louder than the rest. When studying the essay the team made corrections to the beginning and wrote, "My Dad and I..." versus the original, "Me and my Dad..." They also fixed the capitalization of Abbots and changed "OMG," to "Oh my gosh." Errors still existed in the essay, but the essay was remarkably better than when the team first began working with it.

When analyzing how students showed their mistakes, I came across Kelly reading her creative story about a murder: my murder. When Kelly read, she did so

flawlessly, with perfect fluency, and without any word confusion. Had she been the only person who had read the piece, I would have thought her essay was perfect, until her peer read the essay. Julie began stressing the parts that were not as clear as Kelly thought. For example, the very first paragraph said, “Where they were the night before the night before they were working on a project.” Without punctuation it was very confusing, but Kelly knew what she meant.

At another writer’s workshop, Billy read another paper of Molly’s. Billy was a student who complained about editing essays, and he stated that the longer the essay, the harder it was to edit. To make this easier for him, he edits the essay by paragraphs, as if treating each paragraph as its own individual story. During his reading, he told Molly when there were obvious mistakes, unlike Tracy who used her fluency to point it out. At the end of each paragraph he stated, “okay.” This was supported by Billy saying, “*Certain* is spelled incorrectly,” and “*Scribes* should be spelled with an ‘es.” Molly pleaded with him 32 seconds into his reading to, “...just keep reading...”

Another interesting thing during this reading was the interaction between these two students. At one minute and 55 seconds into his reading, Billy was so confused with Molly’s writing he turned to her for clarification. Molly, similar to Billy, stated out loud in her recording, “I need to change that.” When comparing the two recordings, I noticed that when she paused her reading, it was the exact section where Billy grew so confused that he needed her help. This made me wonder, if Molly hadn’t used the iPod Touch, would she have been so willing to change the section?

Would she have noticed the severity of the confusion of this section had she not heard Billy struggle and ask for help?

Students' perception of editing using the iPod Touch.

While observing Billy and Molly, I overheard the two having a conversation about using the iPod Touch. I asked them if I could record their discussion and they agreed. They discussed what types of editing mistakes the iPod Touch could catch.

Molly: Paragraphing would be a little bit more difficult because you wouldn't, you wouldn't, you would have to see it with your eyes not what you're writing. I don't pay attention to paragraphing when I am reading usually. But you would see the spelling and the capitals.

Billy: You can see if something doesn't make sense because it doesn't sound right.

Teacher: Do you think it would make a difference being able to hear it read back to you?

Molly: Yeah

Billy: *Yeah, so you can catch, if someone read it to you and they didn't catch anything, you probably got stuff wrong. If you couldn't listen back to it to see if they missed something, you'd be thinking it would be all right.*

Molly: *And from my perspective, I thought this was perfect when I started. I thought I'd only have a couple of changes. Until he read it back to me, and said this and this does not make sense. And I caught things I wouldn't have caught, without doing the listening with it...*

Teacher: *Do you like this way or buddy editing better?*

Molly: *I like this way. It is kind of like buddying but better.*

Billy: *Yeah. So you can hear everything you say. Like, they won't remember everything they said about it. They might have seen something different and we wouldn't have caught it. It catches it.*

Teacher: *You say that and I thought that was interesting that there were a few things that he had said that you hadn't fixed them yet. Why is that?*

Molly: *I forgot, we ran out of time, I just forgot.*

This conversation provided me the first glimpse into that my students were seeing the benefits I had hoped they would. I thought it interesting that they talked about how listening back only catches certain mistakes and that analyzing and looking at the writing helps them to be better editors. I think it shows us as teachers that we need to make sure we teach editing strategies that are balanced and support both the auditory and visual elements of writing. I also thought it interesting that Molly had just “forgotten” to fix her writing. Was that her way of saying she didn’t want to use his suggestions? Why didn’t she write down his suggestions or something else?

Billy later went on during the post-interview to explain more of how he felt about using the iPod Touch. He shared that most teachers just give students a check-list, and he enjoyed having something new and different. He felt that the iPod helped him to be a better editor because being able to listen many times made a huge difference. He explained that very often students don’t write suggestions their peers give them or they forget to make the changes. By listening he was able to see why the changes needed to be made. Molly and Julie supported this by admitting that they didn’t always make the changes peers had suggested to them.

Billy also had a suggestion for me. He was worried that if I did not supervise my students using the iPod Touch as a tool, it would not be used appropriately, just like the check-list and the peer editing. He suggested that I make sure to check the play history and the list of applications used, and that I should listen to what has been

edited, keeping a close eye on students who use it. He thought it could be a great tool, but a big distraction if not supervised by a teacher.

Julie felt the iPod Touch made her a better editor, but she felt it still made editing take too long. She stated, “I get where you are coming from when you want me to read it and my partner to read it, because I know what I want it to say and she doesn’t, and it is worth it in the end, but in the middle that is when it starts to get boring and you need to start taking a break.” What Julie is explaining is that the iPod doesn’t make editing easier, it doesn’t make it faster, and it doesn’t do the work for them. It helps students find their mistakes, but they still have to learn the process and do the work.

Molly enjoyed using the iPod Touch because she could hear her mistakes, but she felt it fell short when helping her find incorrectly spelled words and punctuation errors. I asked her if, by reading into the iPod Touch, her partners were more likely to find the spelling errors, and she admitted that her partners did tend to find those spelling and punctuation errors that she often misses.

Conclusion

To say that students don’t edit because they are lazy is an exaggeration of the truth. Students edit their work when it is necessary. When students know an audience needs to understand the meaning, they are able to edit effectively. Students are smarter than we give them credit for when we criticize them for their lack of editing.

They will not edit when they know no one is actually going to be reading their writing, and they have no desire to edit when they are not interested in the topic about which they are writing.

Through my interviews, I learned that my students are very articulate about their feelings about their learning. They could identify specific areas in writing that I have been working on with them during writer's workshop. They also were able to explain why they didn't follow through on their editing, and honestly, once I listened, I agreed that I probably would not edit either under those circumstances. I learned there is a huge difference between students being able to tell you how to do something versus actually using and applying the process. I learned that editing is hard, and if students are not going to enjoy the topic or see the purpose of their editing, they are not going to do it. I now wonder, should all writing be edited? Should I expect all homework assignments to be perfect when writers aren't perfect?

Does the iPod Touch solve all the problems? No. The iPod Touch will not change the fact that editing is hard. The iPod Touch will not change that students have to edit works that are about boring topics. Will the iPod do the work for students? No. But it will give teachers a way to hold their students accountable for editing their work. The iPod Touch will give a purpose for students to actually read well and listen attentively to their writing. The iPod Touch also gives students an opportunity to listen to their writing; they are more likely to catch a mistake this way than if they edit only with a quick glance or through skimming.

Chapter Five- Summary, Conclusions, and Recommendations

Summary and Conclusion- Attitudes towards editing in general

I began my thesis by observing my students and saw that their work was not edited. I noticed everything was not edited, from their homework to published books. I was one of the teachers who believed a statement that I cited earlier in my research, “Teachers find that some students can see their mistakes, but lack the motivation to fix them because they do not understand the purpose of editing” (McBride, 2000). Through the use of the iPod Touch in my students’ peer editing conferences, I learned that the students “lack” of editing is incredibly complex. From doing this research, I feel that I have only scratched the surface into the reasons students do not always edit their work. I also believe that I am a better teacher for learning their reasons for not editing. I now know that I need to make sure to monitor their editing, give them choice when they are writing, give them the opportunity to share their writing, and to make sure they have edited their work prior to their peer conferences.

I disagree with the idea that students do not edit because they don’t understand what editing is (McBride, 2000). I disagree because my students proved to me that they understood the purposes of editing. I learned that my students could explain the reasons for editing. The students stated that editing was changing the spelling, grammar, capitals, and punctuation of a paper. Some students talked about making

the paper professional and getting rid of mistakes so they did not interfere with the reader's understanding.

Hindering the editing.

Length of the story, choice in their topics, audience, and instruction all impact students' willingness to edit. Some of these factors happen in many classrooms, whereas others were mistakes made specifically due my methods of teaching. I was surprised to realize that the longer the essay was, the less likely my students were willing to edit their work. I understand why; the more writing there is, the more there is to read, then analyze and edit. It makes the process take a long time. Just looking at the amount of writing alone is overwhelming.

In addition, students did not edit their work if the students lacked interest in the topic. If they were not interested in what they were writing, they had no interest to then go back, reread, and edit their writing. When my students talked about this, I instantly thought about Lucy Calkins (1994), sharing how she "stimulated writing" by bringing in props and assigning topics. She did this thinking she was helping her students get over the frustration of thinking of a topic, but she learned that she did a disservice to them as writers by not teaching them to actually have something to share. She accidentally implied that their lives were not as important as her life and ideas. Other theorists believe it is important for students to have a choice in their topics (Fletcher & Portalupi, 2001). When given a choice, students are more likely to pick a

topic they are interested in. When students choose a topic in which they are personally invested, then they are more likely to care enough to edit their work.

Students need an audience for their writing to motivate them to edit. “We learn best when we have a reason that propels us to want to learn. When students have an authentic purpose for their writing...they pay attention differently to instruction” (Fletcher & Portalupi, 2001, p. 9-10). If we give them a purpose and a reason to write, they want to care because others will be reading their writing. “If kids don’t have real opportunities to go public, there’s no compelling reason for them to proof-read their work” (Fletcher & Portalupi, p. 67). Students need more than to share with the class; they need to show their stories to parents, younger students, publish them for inclusion in the library, enter them into contests; anything to show their writing matters.

In my own classroom, I learned from my research that one of my biggest mistakes was the way I allowed my students to edit. I encouraged peer editing early in the year because I truly believed my students could not catch their own mistakes. This led my students to go to the other extreme of not editing their own work and allowing their peers to do all the work. Editing alone, or having only a peer edit, is not sufficient. I want to teach my students when they are publishing a writing piece, they “should be the best expert in the world on [their] own writing, and the way to do that is by rereading it over and over as [they] write (Fletcher and Portalupi, 2001, 69). My students need to start being the first and last to edit their writing pieces.

Impact of technology.

I absolutely believe that the iPod Touch changed the way my students edited. Physically, I observed a difference in my classroom when they used the iPod Touch. Usually when students are peer editing, one student is sitting at a desk looking at the paper while the person who wrote the paper is walking around talking with another peer, or even standing next to the desk daydreaming. With the iPod Touch, students were sitting side by side, usually on the floor in the meeting area or in the hallway, talking about the text in front of them. Both students were looking at the same paper; most of the time they both had pencils in hand, ready to edit.

I also observed students telling me when they were editing or needed to edit. Prior to implementation of the iPod Touch editing procedures, I needed to remind students, “Did you edit?” “No.” When using the iPod, they edited even with a substitute teacher in the room, without my instruction or reminders. My students would ask me for the iPod Touch while I was conferencing with another student. It was not me pestering them, but my students choosing to edit.

My observations revealed more revising than editing. Through rereading essays and listening back, students changed words and sections of papers, making the paper more clear. Early in my study, I chose to add revising to the editing step because I had seen other theorists do it (Davis & McGrail, 2009). Through further research, and through my observations, I want to clarify that revising is an important

part of the writing process and should not only be a part of the editing phase. Using the iPod Touch forced my students to revise their writing. It made them consider whether the writing made sense or if there was a better way to say it. As Lucy Calkins (1994) says, "For me, revision does not mean repairing a draft; it means using the writing I have already done to help me see more, feel more, think more, learn more" (p. 39). Students can revise at any point within their writing process. One example of this was when Molly and Billy shared that the iPod Touch helped them fix what "didn't sound right" and, in return, helped with some grammatical issues. Really, what Molly and Billy were doing was revising their writing. This tool changed the editing process in my classroom because it forced kids to look at their piece multiple times (Calkins, Graves, 1973 & Fletcher & Portalupi, 2001).

The use of the iPod Touch will never catch all the students' errors in their writing. The students have to find the mistakes themselves. The iPod Touch is not going to fix spelling errors, punctuation, or capitalization errors. The iPod Touch does force students to do multiple re-readings by multiple people, gives the students the opportunity to find places that need revisions, lead them to change the spelling, punctuation, and capitals. It will catch the grammar or the confusions in the language, but it does not catch everything.

Additionally, students' editing after using the iPod Touch was not perfect. Editing mistakes were still evident on final copies. Molly even had one mistake that she made while rewriting her paper that was not in the rough copy. Others forgot to make

changes to the final copy. I think as teachers we believe that students should be able to find all mistakes and to hand in perfect papers. I no longer think it is possible for a student to hand in a “perfect” paper. Many books have typos, or authors are continuing to improve their writing such as Lucy Calkins, who has rewritten her manual, *The Art of Teaching Writing*, many times (Calkins, 1994).

The iPod Touch helped my students to discuss more about their writing, to revise more, and to edit more. As we have learned in previous sections, there are many methods that can help with editing, but it goes back to how the students feel about the method of editing.

Implementation’s impact on students.

My students’ responses had led me to believe their feelings towards editing had changed, but once they explained their thinking, I was not as sure. Billy stated that it was “funner” to edit using technology instead a piece of paper. Kelly also shared this feeling with Billy. Julie’s rating went up, but she still felt that editing was a long and boring process and that it wasted her writing time. She didn’t like having to read, read, read, and reread her paper. Julie is a student who values writing in quantity not quality. She values writing a longer story than writing a short piece well. She agreed, though, that in the end, editing was good, but while doing it, editing is boring and frustrating. Molly explained that she liked it better and saw where it helped, but it bothered her that it didn’t fix all errors.

I do think that my students would use this method for awhile, but as my students stated during the interviews, a few modifications would be needed to ensure that they would use it appropriately. Billy and Molly stated that it needed to be monitored; whether I listened to their story after they used it, watched them use it, or had a job where other students monitored its use, they agreed that some students would not use it effectively.

Limitations/ Recommendations for Future Research

I chose the length of my study, and I feel that I learned a lot during my research. However, one aspect that was limiting was the length of my study. I would have liked to collect data for a longer period of time to see if the technology would lose its appeal. Many of my students talked about how exciting it was to use technology instead of a piece of paper or a checklist. I would like to have seen how much time passed before the novelty of the technology wore off. I think teachers would benefit from research that explores how long it takes before the initial enthusiasm for using the technology begins to fade.

Secondly, my students stated that their actions were not authentic during my data collection because they knew the research was for my thesis. I feel that my students took it seriously for me. In addition to knowing they were helping me, they knew I would be listening to their conversations, that I would be observing them, and that I would know if they were not on task. I wonder what their actions would be if I

had just left the iPod Touch without following up. Billy, Nate, and Molly discussed this, and they all agreed that had I used different students and had the circumstances had been different; I would have seen a different outcome in my research. I would love to research this in the future.

The malfunction of iPod created another limitation. In my pre-interviews, a faulty internet connection caused an issue with the recording of a few interviews. To use the iPod Touch, wireless access is needed. The day I conducted the interviews, the wireless was down. Because I wasn't using the internet, I thought the iPod could still record. This was not the case. Although I can see the file on the iPod, I and others have been unable to retrieve the files. Luckily, I had taken great notes, but still, I wish I could hear the interviews. This brings up another point that if a school did not have wireless, or the wireless was infrequent, the use of the iPod Touch may not be practical or beneficial.

The last limitation was with the software. I chose a software program that allowed my students to only listen to their writing. My students discussed that they wished they could have seen punctuation errors, capitalization errors, and spelling errors. Since conducting my research, I have learned of Dragon Dictation, which is another application for the iPod Touch and iPads. In this application, you can talk into the iPod and see the writing happen. I look forward to experimenting and researching with this tool.

My students shared with me that the longer the piece of the writing, the less likely they were to edit their work. I feel someone should do research into this and see if they can find a way to make it so editing a long piece isn't such a daunting task. Maybe the best way is for students to be like Billy and break the writing/editing into smaller pieces.

Recommendations for my Classroom

One of the purposes of this study was to develop my understanding of the editing process and to find methods that will encourage my students to either enjoy editing or to find a method to support their editing needs.

The first thing I learned for my classroom was to give students some free writing time, to incorporate more choice into their writing. I learned that I need to encourage my students to write for themselves, to work on stories that mean something to them. "Despite our best efforts, kids will produce a lot of goofy, fluffy, zany, sketchy, sentimental, first-and-only-draft writing. All of that seems to be a necessary part of their writing development" (Fletcher & Portalupi, 2001, p. 124). Having a notebook to jot down ideas, thoughts, interesting words, and to dabble with ideas and try new techniques is also important (Calkins, 1994). Professional writers talk about stories they have started and never finished. As teachers, we need to assess, so we try to put a grade on everything. After my research, I realize that sometimes we need to let our students explore and play with their writing. Teaching writing is difficult

because teachers need to strike a balance between the mandates of the curriculum and giving students a choice. Curriculum must be taught, but choice must be given because it will encourage the writer to improve on his or her own.

When supporting students on a writing piece, I need to provide an audience or purpose. All students stated a limited devotion to editing if they knew they were the only person who was actually going to see it. Even handing it into me didn't seem to make a difference. Many teachers have found that students figure out what teachers find is acceptable and become comfortable, and lose concern over what the teacher will think about their writing (Murdock, 1987). It has been found that by selecting a variety of people, such as grandparents, shut ins, friends or entire nursery schools, students will then make adjustments to their writing to make the writing acceptable to the new audience (Murdock).

I do a good job of allowing my students to read their writing to the class, but I do not give them a chance to show their writing. One student explained to me that they edit while they read; they know what they want the writing to say, so they easily read something that is not on the paper. However, having a place for students to show writing is different. There, people are going to read it. Since doing this research, my students were given pen pals from another school. When corresponding with their pen pals, my students want their writing perfect so their friends can understand their writing. They also receive feedback on their writing in terms of another letter, and my students are worried about being embarrassed at making simple mistakes. I also

plan to post writing on my website, with student permission, and to encourage my students to enter writing competitions like Tracy mentioned.

One place I completely changed my opinion was on my stress of and the role of the peer edit. I used to stress the importance of having another student edit writing pieces. I asked my students to do this because I relied on the idea that the student writer knew exactly what their writing would say, making editing difficult. Through this research, I realized my students were using their peer edits incorrectly. Instead of editing themselves, they were passing the editing off and asking a friend to take full responsibility. I realize now that I need to stress the importance of my students being responsible for their own writing. I need to teach them that their writing represents them, and they need to take pride in it. I need to make them value being the first editor, and the peer's editing to be just someone polishing their thoughts. One thing that might encourage editing would be to have an editor come to class to discuss his/her job. Have the editor answer such questions as, "Why do you edit?" & "How do you interact with writers?" Another idea is to study how authors edit their writing, and have the author share with the students how most of the writing time is spent editing and revising.

Finally, I recommend the use of the iPod Touch, as long as students are explicitly taught how to use it. Additionally, I plan to make sure that I am managing what the students are doing with the iPod Touch; whether I allow the iPod Touch to be used as a privilege by students whom I know can handle the responsibility, or to allow eve-

ryone to use it, and then listen to the recordings to make sure they are using it responsibly. All my students shared that they saw how the iPod Touch could make them better writers, but I feel they took the assignment more seriously than usual. They knew that I was going to listen to their conversations for my thesis so they had to be on task. As I spoke about in the limitations section, I have a feeling that if they had not known I was going to listen to the recordings and that I was observing their actions, the iPod Touch would turn into another editing checklist. So, I believe that as long as the teacher carefully monitors the iPod Touch as an editing tool it could be a wonderful addition to any classroom.

Summary

I also learned that there are many variables that impact motivation to edit. The reason students were not editing was not a simple fix that they didn't know how to do it, but it contained many other variables. Motivation was impacted by the length of the writing, if the student enjoyed the topic, and had a choice into the topic or if he/she had an authentic audience.

The implementation of the iPod Touch in my classroom had a positive impact on my students' feelings towards editing. Most of my students saw a positive impact on their writing. My students found that they edited more and that revisions came naturally through the discussions of their writing.

If the iPod Touch is implemented there are a lot of management pieces that need to be thought about first. I do believe though, it would be a great addition to anyone's writer's workshop.

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Appendix A

Pre- Study Interview Questions

- What does it mean to edit your writing?
- On a scale from 1-5, One meaning you hate to edit your work, three it is ok, five you love editing your work how do you rate the editing process? Why?
- Have one of their pieces of writing there and ask; Explain to me how you edited this work. Where did you make changes and why.
- If your teacher looked at this work how do you think she would feel about how you edited it? Do you think there is anywhere she would makes changes that you didn't?

Appendix B
Post- Study Interview Questions

- What does it mean to edit your writing?

- On a scale from 1-5, One meaning you hate to edit your work, three it is ok, five you love editing your work how do you rate the editing process using the iPod Touch as a tool? Why?

- Do you think the iPod Touch made any difference in your editing?

- Using the piece of writing they had just edited ask; Explain to me how you edited this work. Where did you make changes and why.

- If your teacher looked at this work how do you think she would feel about how you edited it? Do you think there is anywhere she would makes changes that you didn't?

Appendix C

Date _____

Observations	