

Final Report on IMLS Funded Grant #LG02020026-02:

APPENDICES

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Appendix I: Example Interview Forms

Year 1

CHILD INTERVIEW QUESTIONS:

Books

- What kinds of book do you like to read for fun?
- What is your favorite book?
- Why is it your favorite?
- How do you choose a book to read for fun?
- On an average school day, how much time do you spend reading books, magazines, or newspapers not required for school?
- How much more or less do you read during school holidays or days when do you not go to school?
- Where do you usually go to read for fun?

School Libraries

- How often do you go to your school library?
- What kinds of things do you do in your school library?
- What do you like best about going to your school library?
- What do you like least about going to your school library?
- If you had a magic wand and could change anything about your school library, what would it be?
- What do your friends think about your school library?
- How often do you check out a book from your school library?
- What other kinds of things about going to your school library?
- Could you show us the kinds of books you like in your library?
- What's the worst thing about going to your school's library?

Public Libraries

- How often do you go to your public library?
- What kinds of things do you do in your public library?
- What do you like best about going to your public library?
- What do you like least about going to your public library?
- If you had a magic wand and could change anything about your public library, what would it be?
- What do your friends think about your public library?
- How often do you check out a book from your public library?
- What other kinds of thing do you borrow from your public library?
- What's the best thing about going to your public library?
- What's the worst thing about your public library?

Technology

- How often do you use a computer?
- Where do you use a computer?
- How often do you go online?
- What do you do online?
- What do you like best about using a computer?
- What do you like least about using a computer?
- On an average school day, how much time do you spend using a computer?
- How much time do you spend on a computer on a day when you are not in school?

Global Society

- If you could live anywhere in the world, where would it be? Why?
- If you could visit anywhere in the world, where would it be? Why?
- Where in the world do you think that there are children who are most like you?
- Where in the world do you think there are children who are most different from you?
- How often do you read books about other countries? Why do you read them?
- Ask two of the next five questions:
 - If you could meet a child from Honduras what questions would you ask?
 - If you could meet a child from the US, what questions would you ask?
 - If you could meet a child from Germany? What questions would you ask?

Year 1

TEACHER INTERVIEW QUESTIONS (Concerning Child Research Participant):

What kinds of books does your student generally read?

Does the child talk with you about the books he/she reads?

How would you describe the child's reading habits?

The child's reading ability?

The child's interest in reading?

Would you describe the child's ability level as in the top, middle, or bottom third as compared to other children in the classroom?

Would you describe the child's motivation level as in the top, middle, or bottom third as compared to other children in the classroom?

If there are computers in the classroom, does the child use the computers?

For what purpose(s) does he/she use the computers?

How do you integrate the computers in your classroom curriculum?

How often do you interact with the child's parent (or primary care giver)?

What is the most frequent purpose of your interaction?

What literacy experiences does this child have in the home?

Library Use

- How often do you use the library?
- For what purpose(s) do you use the library?
- How often do the children in your class use the library?

Collection

- Please describe the library's collection.
- In what ways does the library's collection meet your needs?
- In what ways does the library's collection not meet your needs?

Computer Facilities/Access

- What computer facilities are available in the school?
 - What access do children have to computers?
 - Is there Internet Access for teachers?
 - Is there Internet Access for children?
-

Year 1

Principal Interview Questions

Name:

What is your student school population?

What is your teachers' backgrounds/experience?

What is your experience/background in school leadership?

What have been your biggest successes?

What have been your biggest challenges?

Do you have questions for the research team?

Year 1

Librarian Interview Questions

Name:

ABOUT THE CHILDREN

- How often does each of the children in this study come to the library?
- Does each of the children come to the library independently, only with a class, before or after school?
- What kinds of books does each generally read?
- If there are computers in your library, does each use the computers?
 - How does each use the computers?
- Does each child use the public library, if so which public library?

ABOUT THE LIBRARY

- What are the hours the library is open?
- How is it staffed?
- Please describe the collection.
- How are the materials in your collection selected?
- What is the annual budget for books/magazines for your collection?
- What is your annual budget for technology for the library?
- What online databases are available for use by children? By teachers?
- Do you have materials in other languages?
 - If so, what is the size and scope of the materials in other languages?
 - How are these materials used and by whom?
- Do you have materials in the collection about Germany? New Zealand? Honduras? US?
- How is the library used by individuals, classes, teachers?
- What computer facilities are available in the library? School? Classrooms?
- Is there Internet access for teachers? For children?
- What are your biggest challenges as the school's librarian?
- What are your biggest successes as the school's librarian?
- What do you think the children like best about the library? Like least about the library?
- If you could change one thing about the library what would it be?
- How long have you been the school's librarian?
- Do you have any questions for us?

Year 2 & 3 Interview Sheet: Child Interview

Materials Checklist

- Child (Parts I & II) interview forms (enough for each interview plus extras; leave space for note taking)
- Child “Like & Dislike” activity matrix
- Pen/pencil
- Tape recorder
- 3-6 Audio tapes
- Camera (with extra batteries)

Activities Checklist

- Label tape with country, name, position (ex. child), and date
- Photograph interviewee
- Note name (first and last), date, times
- Remind participants they are being audio taped
- Pay attention to recorder (remember to flip the tape)
- Staple and keep all papers (notes sheets and matrices)

CHILD INTERVIEW

1. NAME:

Date:

Start time:

End time:

2. About you

- Tell me about the picture you drew of yourself.
 - What trip did you take with your family in this drawing? Where did you go? What did you do? Why did you choose to draw about this trip? What made it special for you?
 - What does it mean to be a hero? You drew a picture about your hero. Who is this person? Can you tell me more about him or her? Why is s/he your hero?
-

3. Books

- What is your favorite book? Can you tell me more about it?
 - What scene did you draw for the book? Can you describe to me what’s happening in this scene?
 - Why did you draw this scene in particular?
 - Are there other books like this one that you like to read? Which ones? Tell me about them.
 - Are there books different from this one that you like to read? Which ones? Tell me about them?
-

Schools

- You did a lot of work interviewing kids about your school library. What did you find out? What did people tell you? Can you show me some of the drawings you collected
-

-
- from your classmates?
 - You drew a picture about the school library. How would you change it? What would change about it? We asked you this question last year. Has anything changed since last year?
 - How is the ICDL different from your school library? How is the ICDL the same as your school library?
-

Technology

Computer game

- You drew a computer game that taught kids something new. What game did you create?
- What does it teach? Why did you choose to teach that?
- How does your game work?
- If we wanted to build your game, what tools or parts might we need?

Music player

- How did the people you interviewed want to change the music player of the future?
 - From those ideas, what new music player of the future did you build?
-

Global Society

- Since reading books in the ICDL, are there any places you would like to visit? Why?
 - Did any of the books you read in the ICDL make you want to learn more about another place? If so, which book? Which place? If not, what places would you like to read more about in the ICDL?
 - You wrote a letter to a Kidsteam member in Maryland. Can you show me the letter you wrote and the collage you created? Tell me about what you did here.
 - **Photograph child with letter**
-

**Stop Part I of child interview HERE.
Give child “Like and Dislike” activity to complete for Day 3.**

PART II: What factors affect the use or non-use of the digital library for recreational reading?

Technology

Searching the ICDL

- What do you like about searching for books using the globe? What do you dislike?
- What do you like about searching for book using the categories? What do you dislike?
- When you used the ICDL, how did you click to get to the books you liked? (search path) When you used the globe? When you used categories?
- Did you find it hard or easy to find books in the ICDL? What was hard? What was easy?
- How would you change the ICDL to make it better for searching?
- How would you change the computer (not the ICDL) to make it better for searching for books?
- How as searching for a book in the ICDL different from searching for books in the regular school library? How was it different?
- Did you ever need help finding a book to read? What did you do when you needed help?

Reading on the computer

- Is reading a book on a computer screen the same as or different from reading a paper book? How are they the same? How are they different?
 - Was it hard or easy to read books on the computer screen?
 - What did you like about it reading books on the computer screen? What did you dislike about it?
 - How would you change the **computer** (not the ICDL) to make it better for reading books?
 - How would you change the **ICDL** to make it better for reading books?
-

Collection (ICDL)

- What do you like about the books in the library? What did you dislike?
- We asked you to pick books you would like to see in the digital library. What kinds of books did you want to see more of?
- Did you read books in other languages? Why? Why not?
- Are there any ICDL books you would like to have in your school library?

Use (ICDL)

- Would/did you use the ICDL to find a book to read for fun? Which ones? Why?
- Would/did you read any of the ICDL books for school work? Which ones? Why?
- When you were reading books in the ICDL, did you read with someone else? If so, with whom? Why did you share that book? Why did you choose that person?
- After reading, did you share any of the ICDL books with your friends or family? Which ones? Why?

General

- After using the ICDL for a whole year, what do you think about it? You can be as honest and truthful as you like.

Like/Dislike Matrix

- Like reviewing:
 - Dislike reviewing:
 - Computer:
 - Dislike computer:
 - ICDL:
 - Dislike ICDL:
-

Year 2 & 3 Interview Sheet: Librarian

Materials Checklist

- Librarian/media specialist or teacher interview form (1 or 2 copies plus extras; leave space for note taking)
- Pen/pencil
- Tape recorder
- 1-2 Audio tapes
- Camera (with extra batteries)

Activities Checklist

- Label tape with country, name, position (ex. child), and date
- Photograph interviewee
- Note name (first and last), date, times
- Remind participants they are being audio taped
- Pay attention to recorder (remember to flip the tape)
- Staple and keep all papers (both notes sheets and matrix)

LIBRARIAN INTERVIEW

4. NAME:

Date:

Start time:

End time:

About the library

- Have there been any changes to the way the library is used since our last visit?
 - By staff?
 - By students?
 - By community?
 - Have there been any major changes to the library collection or the collection development process since our previous visit?
 - Have there been any changes in library instruction since last year?
 - Have there been any changes to the computer facilities/equipment available in the library or school since our previous visit?
-

About the children

- How would you characterize the child participants' experiences with the ICDL? Have they voiced likes or dislikes about the process?
- What do you think he or she liked/dislike about the book review process? Why?
- Is there anything **you** would change about the book review process? If so, how would you change the process?
- What are your initial thoughts on the new book review process?

About library instruction

- Have you been able to use the ICDL as an instructional tool in the library?
- Do you believe the ICDL has had an affect on library instruction? If not, why? If so, how?
- What factors do you believe contribute to the way the digital library was used in the library, or to why the ICDL was not used in the library?
- What roadblocks exist to using the ICDL for library instruction? How might these roadblocks be overcome?
- What benefits or costs do you believe are associated with the use of the ICDL for teaching?
- Overall, how would you change digital libraries for children to balance the costs associated with the technology?
- At this point, has the use of the ICDL in your school affected the library fiction/picture book collection?

About the ICDL***General***

- After using the ICDL for a whole year with the children, what do you think about it and its use with children? You can be as honest and truthful as you like.
-

Technology

Searching

- Did you notice (did the parents mention) children likes/dislikes about searching for books in the digital library?
- Did you notice (did the parents mention) if your any of the children preferred a certain way of searching?
- Did you notice (did the parents mention) any difficulties the children had in finding books in the ICDL? What was hard for them? What was easy for them?
- Did you notice (did the parents mention) any patterns in the children's searching, was there something they did over and over again?
 - Globe path
 - Categories path:
- Did you ever provide assistance in finding a book for your students to read? If so, what kinds of assistance?

Reading

- Did you notice (did the parents mention) any difficulty the children had with reading books on the computer screen?
 - How would you compare/contrast the children's reading on the computer to reading a print book?
 - Compare
 - Contrast
 - Have the **children** shared ways they might want to change the ICDL?
 - How would **you** change the computer or ICDL to make reading digital books better?
 - ICDL?
 - Computer?
-

Collection

- What did the children child like/dislike about the books in the digital library?
- Did they mention any books or types of books they might want added to the ICDL?
- Did the children read books in other languages? Why? Why not?
- Did you try to buy any books from the ICDL for the library collection?
- If you could have any book from the ICDL for the library collection, which would it be?
- Has the ICDL affected the way you acquire print materials? If so, how?

Use

- Did the children use the ICDL to find a book to read for fun? Which ones? If not, what do you think deterred them?
- What do you think might make the children read a digital book for fun?
- Did the children read any of the ICDL books for school work? Which ones? Why?
- Did the children share any of the ICDL books with friends or family? Which ones? Why?
- Since reading books in the ICDL, have the children expressed new interests in other cultures?

Project questions/concerns

Year 2 & 3 Interview: Parent

Materials Checklist

- Parent interview form (4 hardcopies with space for note taking)
- Pen/pencil
- Tape recorder
- 3 Audio tapes
- Camera (with extra batteries)

Activities Checklist

- Label tape with country, name, position (ex. child), and date
- Photograph interviewee
- Note name (first and last), date, times
- Remind participants they are being audio taped
- Pay attention to recorder (remember to flip the tape)
- Staple and keep all papers (both notes sheets and matrix)

PARENT INTERVIEW

PARENT'S NAME:

CHILD'S NAME:

Date:

Start time:

End time:

May we post a group photo with your child in it from this site on the Internet? (Group photo of children from this site)

Technology

- Has the computer technology in your home changed since our last visit?
 - Has the way you use computer technology in your home changed since our last visit?
- Do you use the computer differently now?
-

Book reviews

- What do you like/dislike about the book review process?
 - Are there any additional changes you would like to see made to the book review process?
 - What are your initial impressions of the new book review process? Questions? Concerns?
-

What factors affect the use or non-use of the digital library for recreational reading?

Technology

Searching

- What do you think your child liked/disliked about searching for books in the digital library?
-

-
- Did you notice any difficulties the children had in finding books in the ICDL? What was hard for them? What was easy for them?
 - Did you notice if your child preferred a certain way of searching? When you used the ICDL with your child, how did he or she you click to get to the books they liked? Did you notice any patterns, or something he or she did over and over again?
 - Globe
 - Categories
 - Did you ever provide assistance in finding your child find a book to read? If so, what kinds of assistance?

Reading

- Did you notice any difficulty your child had with reading books on the computer screen?
- How would you compare/contrast your child's reading on the computer to reading a print book?
- Has your **child** shared ways he or she might want to change the computer (the hardware) to the ICDL to make it better?
- Has your **child** shared ways he or she might want to change the ICDL (the software) to make it better for reading?
- If you had a magic wand, how would **you** change the computer (the hardware) or ICDL to make it better for reading?

Collection

- What did your child like/dislike about the books in the library?
 - Did he or she mention any books or types of books he or she might want added to the ICDL?
 - Did your child read books in other languages? Why? Why not?
 - Did you try to buy any books your child read in the ICDL for your home collection?
 - If you could have any book from the ICDL for your home collection, which would it be?
-

Use

- Did your child use the ICDL to find a book to read for fun? Which ones? If not, what do you think deterred him or her?
- What do you think might make your child read a digital book for fun?
- Did he or she read any of the ICDL books for school work? Which ones? Why?
- Did your child share any of the ICDL books with your friends or family? Which ones? Why?
- Since reading books in the ICDL, has your child expressed new interest in another culture or in other cultures in general?

General

- After using the ICDL for a whole year with your child, what do you think about it? You be as honest and truthful as you like.

Questions/Concerns?

Year 2 & 3 Interview: Teacher (Post-year)

Materials Checklist

- Teacher (post-year) interview forms (enough for each interview plus extras; leave space for note taking)
- Pen/pencil
- Tape recorder
- 3-6 Audio tapes
- Camera (with extra batteries)

Activities Checklist

- Label tape with country, name, position (ex. child), and date
- Photograph interviewee
- Note name (first and last), date, times
- Remind participants they are being audio taped
- Pay attention to recorder (remember to flip the tape)
- Staple and keep all papers (both notes sheets and matrix)

CLASSROOM TEACHER INTERVIEW

TEACHER'S NAME:

CHILD'S NAME:

Date:

Start time:

End time:

About the child:

- How would you characterize ____'s experience with the ICDL?
(Answer for each child)
- Have you noticed the children in the study or any other children using the ICDL for recreational reading? Are children using the ICDL to read for fun?

Classroom instruction:

- Have there been any changes in classroom instruction since last year?
 - Were you able to use the ICDL in your classroom?
(If not, skip to question on roadblocks*)
 - What affect, if any, has the ICDL had on classroom instruction?
 - What factors do you believe contribute to the way the digital library was used in your classroom, or to why the library was not used in your classroom?
 - *What roadblocks exist to the using the ICDL in your classroom? How might school staff overcome some of these roadblocks?
 - What benefits or costs do you believe are associated with the use of the ICDL in the classroom?
 - How would you change the ICDL specifically to balance associated costs?
 - How would you change digital libraries for children in general (not just the ICDL) to make them better for classroom use?
 - Has the use of the ICDL in your school
-

affected your classroom fiction/picture book collection?

About the ICDL

Book review process

- Did you participate in the book review process?
(If not, skip to section on Collection*)
 - What do you think he or she liked/dislike about the book review process?
 - Is there anything you would change about the book review process?
-

Technology

Searching

- What do you think the children liked/disliked about searching for books in the digital library? Did you notice if your any of the children preferred a certain way of searching?
- Did you notice any difficulties the children had in finding books in the ICDL? What was hard for them? What was easy for them?
- When you used the ICDL with the children, how did they click to get to the books they liked? Did you notice any patterns, or something they did over and over again?
- Did you ever provide assistance in finding a book for your students to read? If so, what kinds of assistance?

Reading

- Did you notice any difficulty the children had with reading books on the computer screen,
 - How would you compare/contrast the children's reading on the computer to reading a print book?
 - Have the children shared ways they might want to change the ICDL?
 - How would you change the computer or ICDL to make reading digital books better?
-

Use

- Did the children use the ICDL to find a book to read for fun? Which ones? If not, what do you think deterred them?
 - What do you think might make the children read a digital book for fun?
 - Did the children read any of the ICDL books for school work? Which ones? Why?
 - Did the children share any of the ICDL books with friends or family? Which ones? Why?
 - Since reading books in the ICDL, have the children expressed new interests in other cultures?
-

Collection*

- What did the children child like/dislike about the books in the library?
 - Did they mention any books or types of books they might want added to the ICDL?
 - Did the children read books in other
-

languages? Why? Why not?

- Did you try to buy any books from the ICDL for the library collection? If you could have any book from the ICDL for the library collection, which would it be?

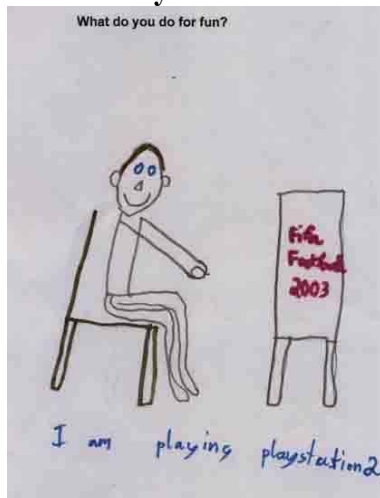
General

- After using the ICDL for a whole year with the children, is there anything else you about the program, computers or project that you would like to share with us ? You be as honest and truthful as you like

Project questions/concerns

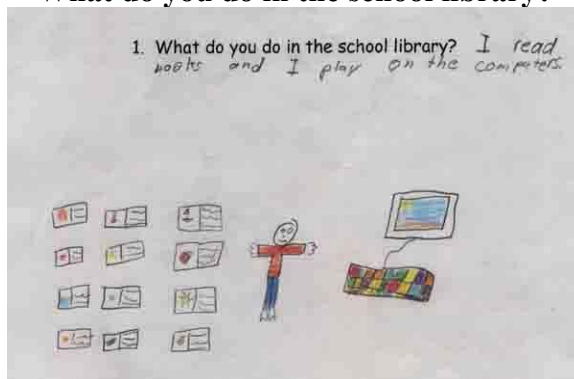
**Appendix II: Example Drawings Collected
Year 1:**

What do you do for fun?



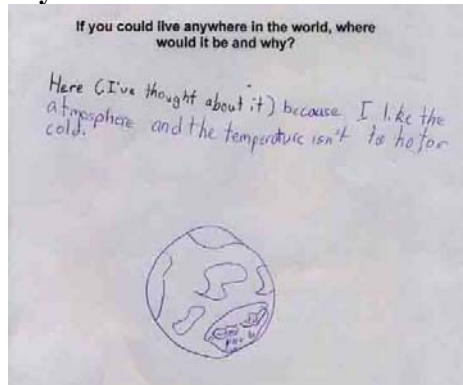
(German girl)

What do you do in the school library?



(Honduras boy)

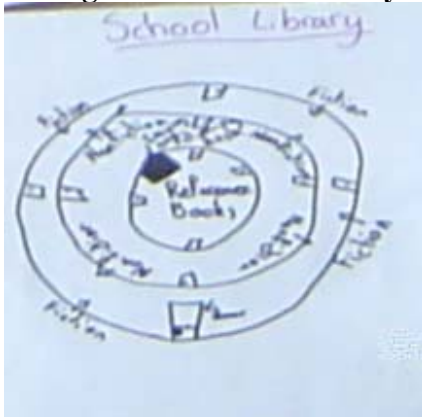
If you could live anywhere in the world where would it be and why?



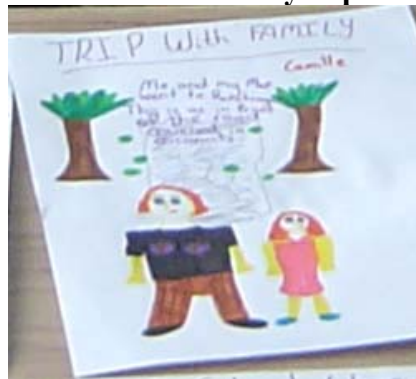
(New Zealand girl)

Year 2 Example drawings from New Zealand girl:

Design a new school library:



Describe a family trip:



Draw a self-portrait:



Year 3 Like/Dislike Activity Matrix:

About	Like	Dislike
Reviewing books		
Reading and looking for books on the computer (hardware)		
Reading and looking for books in the digital library (software)		

Appendix III: Book Review Materials


List of Pre-selected books for Year Two of ICDL Book Reviews

Pre-selected books for Year Two of the international longitudinal study ¹		
Category	Book Title(s)	Book Summary
Non-fiction	<i>Going Back Home</i>	English; African American artist Michele Wood travels through the rural South to better understand her ancestors' experience.
Written in English about an unfamiliar culture	<i>A Dozen Brothers / Sandosenang Kuya</i>	Filipino/English; A boy has twelve older brothers - all of whom look different from one another! He lives in an orphanage so his family may be unusual, but they are very happy.
Language none of the children in the study speak	<i>Uninvited Guests /</i> دندن اوځان يادن امهم	Persian/Farsi; A retelling of a Persian folktale about an old woman whose hospitality extends to every animal passerby.
Language none of the children in the study speak	<i>The Adventure of Ahmad and the Clock</i> ت عاس و دم حا ي ارج ام /	Farsi, Ahmad, a pre-school boy, loves to go out hiking with his father. When they try to go earlier than planned, they get into trouble.
Racism or classism	<i>How To Make Peace/</i> בולש בישוע דיא	Hebrew; The Red People and the Blue People cannot seem to get along. The adults are unable to understand one another and do not accept each others' differences. They prepare to go to war with one another, when the children step in and teach them about tolerance
[Removed from data analysis]		
Evoke strong emotional response	<i>Ciconia, Ciconia White Store / Ciconia, Ciconia Bijela Roda</i>	Croatian/English; When the white stork's Croatian village is destroyed by war, he searches for a new place to live. However, he finds out that there's no place like home.
Chapter book	<i>The Survivors</i>	English; Philosophical tale about a war of words and claws between safari ants and termites in eastern Kenya. The terrible things the ants and the termites say as they shout at each other are very funny. Human beings enter the story on the side.

¹ Book summaries are from the ICDL book preview page and were written by ICDL contributors.

Example Book Review Form:

NAME: _____ **DATE:** _____

DIGITAL LIBRARY BOOK REVIEW 

TITLE: Going Back Home **AUTHOR:** Toyomi Igus

WHAT IS THE MOST IMPORTANT THING TO YOU IN THIS BOOK? WHY?
The pictures because I think that they are beautifully drawn and behind each picture a story is told.

HOW DOES THE BOOK MAKE YOU FEEL?

HAPPY
 SAD
 SCARED
 FUNNY
 OTHER:
Type a different feeling here.

THIS BOOK MADE ME FEEL THIS WAY BECAUSE... Some parts were a bit emotional.

HOW WOULD YOU RATE THIS BOOK (CHOOSE ONE):

★★ ★★
 ★★ ★★ ★★
 ★★ ★★ ★★ ★★

I CHOSE THIS RATING BECAUSE ...
The story could be explained a bit more.

IF I COULD ADD A BOOK TO THE DIGITAL LIBRARY, I WOULD ADD:
Crummy Mummy And Me
I WOULD ADD THIS BOOK BECAUSE...
It is a very funny book

ON A SEPARATE PAPER, DRAW A PICTURE ABOUT SOMETHING YOU READ OR HOW YOU FELT AFTER READING THE STORY.

Appendix V: Code Definitions

Codes generated for **books, libraries,** and **technology**:

- a tool or place for *entertainment*
(e.g., reading books for your own personal enjoyment, not for a school assignment; going to the library to pick out books that have nothing to do with what you are studying in class; playing computer games at home)
- a tool or place to be *social* with peers
(e.g., reading a book so that you can talk about it with your friends; going to the library to see friends; using the computer with a friend)
- a tool or place for *personal empowerment*
(e.g., feeling good about yourself because you can read a more difficult book than other students in your class; getting special privileges at the library because of your advanced reading or interests; feeling good about what technical skills you have when using a computer)
- a tool or place to *escape* the real world
(e.g., reading a book so that you can calm down after a fight with your mother; going to the school library so you don't have to do a classroom activity; using the computer to think about where to travel next)
- a tool or place for *economic advancement*
(e.g., reading books to do better in school to get a good job; going to the library to look for after school jobs; using computers to learn job skills)
- a tool or place for *schoolwork*
(e.g., reading books at home for a school project; going to the school library as a class; using a computer to do research for a homework assignment)
- a tool or place for *family life*
(e.g., reading a book with your mother before going to sleep at night; going to the library for the afternoon with a grandmother; using the computer with a brother)
- a place that is *the sole access point* for books
(e.g., going to the school library is your only way to bring home books)
- plays no role or is *not important*
(e.g., not reading certain kinds of books; not going to public libraries; not using computers at home)

Codes for **culture**:

- I celebrate and *embrace my own cultural identity*
(e.g., I am proud of my where my family comes from; I share my family traditions; I go to special places that show me my ethnic history)
- I celebrate and *embrace others' cultural identities*
(e.g., I am very interested in where other families come from; I try out others' family traditions; I visit others' local landmarks)
- *not an important* part of my world, but I have *some understanding*
(e.g., I am not concerned with mine or others cultures, but have some knowledge of it)
- *not an important* part of my world, and I have *little understanding*
(e.g., I am not concerned with mine or others cultures, and have little knowledge of it)