Interactive E-Book on the Human Body

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Table of Contents

Investigating .................................................................................................................. 3
  Goal Statement and Project Overview .................................................................. 3
  Connections to Learning ......................................................................................... 3
  Connection to Personal Interest & Intellectual Curiosity ...................................... 3
  Need Within the Community & Global Context .................................................. 3
  Connection to Prior Knowledge & Skills ............................................................... 3
  Extending Knowledge and Skills ........................................................................... 4
  Evaluation of Research ........................................................................................... 4

Planning .......................................................................................................................... 5
  Product Outcome Specifications .............................................................................. 5
  Action Plan .............................................................................................................. 6
  Plan with Timeline .................................................................................................. 6
  Strategies for Managing the Process and Time ...................................................... 6
  Recording the Process ............................................................................................ 6

Taking Action ................................................................................................................ 6
  Applying Information .............................................................................................. 6
  Description of Product ........................................................................................... 8

Reflecting ....................................................................................................................... 8
  Topic ........................................................................................................................ 9
  Global Context ....................................................................................................... 10
  Evaluation of Self-Management Skills .................................................................. 10
  Developing as a Learner ......................................................................................... 11

Works Cited ................................................................................................................... 12

Appendix ......................................................................................................................... 13
  Appendix A: Annotated Bibliography .................................................................. 13
  Appendix B: Process Journal Extracts .................................................................. 14
    Extract 1 ............................................................................................................. 14
    Extract 2 ............................................................................................................. 15
    Extract 3 ............................................................................................................. 15
    Extract 4 ............................................................................................................. 16
    Extract 5 ............................................................................................................. 17
    Extract 6 ............................................................................................................. 17
    Extract 7 ............................................................................................................. 18
    Extract 8 ............................................................................................................. 18

  Appendix C: Specifications ...................................................................................... 19
  Appendix D: Final Product ....................................................................................... 20
  Appendix E: Timeline .............................................................................................. 21
Investigating

Goal Statement and Project Overview

My project seeks to explore the topic of interactive e-books and how they benefit students' learning. This project will be on three specific organs in the human body and will be given to the Grade 3 class to use as a tool in their “Human Body” unit. The purpose of this project is to help students of different learning styles understand and retain information better. By using my research on interactive e-books and organs, I will be able to apply what I learn to my product to help make it as useful as possible, and to help the students learn as much as possible from this e-book.

Connections to Learning

Connection to Personal Interest & Intellectual Curiosity

My project seeks to explore the benefits of interactive e-books. I chose this project because of my love of teaching and biology. I used to want to be a teacher, and I have always been interested in biology and the human body. So I decided to combine these two ideas by creating a tool to teach students about the human body. So by combining my two passions, I can create a product that is very personal to me.

Need Within the Community & Global Context

This project connects to the identities and relationships global context. I have chosen this global context because I think that for someone to understand themselves, they should learn about their biological selves so that they can understand why they are who they are, and this e-book will aim to do that. And by creating this e-book, I want to be able to provide a tool for the teachers to use to help teach their students, and to spark a love for science, like how mine began.

Connection to Prior Knowledge & Skills

This project builds on my prior knowledge in the science courses that I took in Grades 6 and 9. During these courses we learnt about the human body, the organs (two of which are in my book) and the systems, which provided me with background knowledge on the human body. However, I do not have any prior knowledge or skills regarding creating an e-book or a
tool that can be used for teaching. But I believe that I have very good communication skills, which will make it easier to communicate my ideas to a younger audience.

Extending Knowledge & Skills

This project builds on my prior knowledge in the science courses taken in Grades 6 and 9. During these courses I was able to learn about the organs I will write about in my book. I think that some of the research will challenge me, as there are some things I have not learnt, such as the brain as I have never done much research on it before. I also think creating the actual book and managing my time will be quite challenging, because I am a busy person and have never created a book before. But if I make use of the resources available to me and try to manage my time well, then it will be manageable. But with the help of my supervisor, I believe it can be accomplished.

Evaluation of Research

When doing my research for this project, there were three main sources that were used to extend my knowledge. The first source is a secondary source called the Human Body published in 2014, a children’s book, where authors Simon Rogers and Peter Grundy discuss the human body. Throughout the book, the authors discuss different topics, such as the heart, the brain, the reproductive system and other body systems. This book is very helpful when it comes to what information I would like to include in my interactive book. As both will be at similar reading levels, I can use it as a guide when creating my product.

The second source that was very useful was a secondary source that is an online journal titled “Benefits and Pitfalls of Multimedia and Interactive Features in Technology-Enhanced Storybooks” published in October 2016. This information is very current as it was published in 2016, which was the same time when I did this research. It discusses the effects of interactive storybooks, as well as the weaknesses that they may have. It discusses how certain elements of interactive e-books, such as puzzles, games, quizzes etc., can cause a cognitive overload for the reader, while certain elements such as sound effects, or visuals can be very beneficial. This source can help me when answering my research question as it helps show the benefits of interactive books compared to static books, and it also can help me figure out what elements can be included in my book.

The third and final useful source was a secondary source found online, and it is a scientific journal with the article titled “Human Brain: Facts, Functions & Anatomy” written by Tanya Lewis. This article is on the brain, and the intricate anatomy of it. The value of this source is high as it is able to provide a lot of information on the brain. As a lot of this
information is written in a very comprehensible way, I can then adapt it to a third grade reading level, and it can then be included in my book. This source seems to be very reliable as the information is very current and it also correlates to other information that I have found.

(For a full evaluation on these sources, please refer to Appendix A: Annotated Bibliography)

Planning

Product Outcome Specifications
To report my findings, I will create a table showing the different specifications of my product and then how I will measure these specifications once my product is completed. My product should include the following:

- The book that I am creating should include different interactive features such as sound effects, animations, images and videos.
- It should teach the students all about the brain, heart and lungs at a level they can understand
- It should have three sections in the book – the brain, the heart, and the lungs
- It should include multiple visuals, including animations, photos and videos in each section appropriate for the audience
- Font type should be appropriate for the book, and should be appropriate for the Grade 3 students
- Words that are difficult will be in a different color and bold and will have definitions provided and their translations in five other languages (Danish, French, German, Chinese and Korean)
- Length of the book should not be too long or too short, with enough pages to include as much information as possible
- The level of the reading will be at a third grade level
- File size for the animations, videos and images should be small enough to be clear, but also so the overall file size of the book functions well and fast
- The images, videos, and animations will be found on the internet, or created by myself using various programs such as Photoshop
- Information will be found through primary and secondary research
For the full specifications and an explanation of how I will evaluate the sources, please see Appendix C: Specifications.

Action Plan

*Plan with Timeline*

To organize my research and the production of my product, I have created a timeline that has specific dates I would like to have tasks done by (Appendix E: Timeline). I divided it into months (October through February) and then I broke it down to specific dates that I would like to have different tasks done by, for example having five specifications done by October 20th 2016.

*Strategies for Managing the Process and Time*

For this process, I intended to use my timeline to help me manage my time to ensure that I was on track for the entire process. I also planned to have regular meetings with my supervisor to show my progress, and to find what other tasks should be completed. I tracked my progress by constantly referring back to my timeline to ensure I was on schedule as it had many dates with tasks that needed to be accomplished. I also added on the actual dates of completion for each task to see if I was behind or ahead and if extra work needed to be done.

*Recording the Process*

I recorded my entire process by creating a digital process journal on Word. To ensure that I could easily find what was completed and when, I wrote entries after almost every time I worked on my Personal Project. I did these entries by writing diary entries, and they varied in length; some were much longer than others depending on how much work I did that day. These entries explained what I did that day and for how long, what I intended to do next, and my feelings towards that task; an example of this is in Appendix B: Extract 2.

**Taking Action**

*Applying Information*

In the Personal Project, having frequent meetings with your supervisor is essential for doing well and staying on track because they can provide guidance and give helpful feedback. In the beginning of this process my first meeting with my supervisor went very well. I instantly liked her because I could tell she was interested in my product and would be great
for guiding me in this process (Appendix B: Extract 1). Later on in the process at a mandatory meeting with my supervisor, I was able to show her my progress and how I had applied my research. I had only finished a draft of the heart and brain section using sources on the brain (Lewis) and the heart ("How the Heart Works") when we met. During this meeting, my supervisor gave me great feedback on my work and she helped me understand what I should do in my process journal to ensure that I was able to meet the highest bands of criteria, such as explaining my thoughts on the process. To see how my meeting went and what I’ve learned through the process so far, then refer to Appendix B: Extract 3.

When it was time to create my product, there was a lot that I had to learn. As I had never used the program iBooks Author before, I had to learn how to add interactive features, pages, chapters etc. I then used my research that I had done on the organs and interactive e-books, and applied it to the book, for example knowing what not to include (Anderson) (See Appendix B: Extract 4). Another way to help guide me in this process was that I had Mr. Tschoepel helping me with different aspects of my book. He was a very reliable source as he has made many e-books in the past. After completing a first draft of my book, I showed it to Mr. Tschoepel and he said that he thought it was very good. However, he did have some suggestions that he thought could improve it. One of his suggestions, adding recordings to every page, was actually one of the features that the Grade 3 students liked the most within my book and I am glad that I included them (Please read Appendix B: Extract 5 for more information on his suggestions and how I applied them). After my meeting with Mr. Tschoepel and adding his suggestions, my supervisor then sent me a list of suggestions that she thought I should make to the book, and I spent around two hours making the revisions that she suggested. At first it was quite tedious because there were a lot of small revisions that she listed, however I feel that by doing this it elevated the quality of my product exponentially (Appendix B: Extract 6 explains the revisions and my thoughts towards them).

Finally, after two months of hard work, I finally finished my e-book. On the day that I finished, I made sure to read through every page multiple times so that there were no mistakes. I was very happy with my progress and my final product, and I feel that after all my hard work I am very proud of what I’ve achieved (Appendix B: Extract 7). Once my product and exhibition were completed, I went to the third grade class to present my book. I wanted to present a paper version of my book to half the students and the digital version to the other half, and then compare who understood the material better. It was a surreal experience seeing these students read my e-book, and seeing them enjoy learning and using the different features. It was also humbling because it showed how my hard work had paid off as the
students loved the e-book and the teachers thought it would be a great addition to their material. For a full, detailed recount of my experience at the third grade class, please see Appendix B: Extract 8.

Description of Product

In my final product, there were a total of six sections in my book. The first section was “How to Use the E-book,” so that the students could understand how to use the different features. The next section was “The Brain.” Within this section, the information included a variety of facts on the location of the organ, its function and the anatomy (This was in all of the organ sections). There are a variety of interactive features such as having difficult words in purple, to indicate that when clicked on, a definition would appear with a translation in Danish, German, French, Chinese and Korean (This feature appeared throughout the e-book). There are also pictures, diagrams and interactive images that could zoom in and provide extra information. There are recordings on every page so when clicked on, it would read the page aloud so that auditory learners could retain the information better and could help with pronunciation (This feature appeared on 23 out of 31 pages in the book). In “The Heart” section, it had similar interactive features, however it included a video of the heart beating, a sound effect, and activity to allow students to find their pulse and BPM. “The Lung” section also had the same features as “The Brain” however it had an activity to show how the lungs work. The next section was “Quiz Time!” This had a total of six multiple-choice questions (two per organ) based off of the information learned in the book. The book then finished with a bibliography to show where the images, videos, sound effects and information came from as I cannot take credit for them.

Overall, the book was very colorful with lots of different colors and fonts, and there was a plain black background on all pages to make everything stand out. Please see images of my e-book in Appendix D: Final Product.

Reflecting

Evaluation of the Product

My original goal was to create a product that would be useful to the Grade 3 class when teaching the “Human Body” unit. After assessing my product against my product specifications (Appendix C: Specifications), it can be seen that my product was able to meet most of my specifications (9/11) Some of the specifications I met were:
• Words that are difficult will be in a different color and bold and will have definitions provided and their translations in five other languages (Danish, French, German, Chinese and Korean)
• It should have three sections in the book – the brain, the heart, and the lungs.

The two specifications that I did not meet were:
• The level of the reading will be at a third grade level
• Font type should be appropriate for the book, and should be appropriate for the Grade 3 students

I believe that my product was of high quality as I was able to fully meet 9/11 of the specifications. The two that I did not fully meet were because I did not get feedback from the teachers or students regarding those specifications, meaning I was unsure if I met them or not. My supervisor and I decided that this product was done well and was of high quality because of how the teachers and students reacted to the product.

Reflecting on Learning

1. Topic

1.1 Extended knowledge
Throughout this project, I was able to learn a lot about the three organs that I wrote about (Lewis)(“Your Lungs”)(“How the Heart Works”), and also about the different features of interactive e-books that should be included (Anderson). I already knew most of the information on the heart, lungs and brain, and but I didn’t know that it is possible to have too many interactive features and how that may cause cognitive overload (“Benefits and Pitfalls.”).

1.2 Extended understanding
While completing this project, I was able to understand the importance of minimal interactive features, and I was able to understand how having too much of something can in fact confuse the reader and may make it a lot harder for them to learn. I also developed skills in creating materials for young readers, by understanding the importance of taking into account the different styles of learners as well as the different reading ranges (Preschool Books).
2. Global Context

2.1 Extended knowledge
During this process I was able to learn about my global context: identities and relationships. I learned about the human body, and about the connection between our biological selves and who we actually are. By learning about these organs, it showed me the need for students to learn about them because it gives them a better understanding about how our bodies work, and how this can allow them to better understand themselves, as they learn the mechanics of how they came to be who they are.

2.2 Extended understanding
Through this project, I was able to apply my own opinions about this global context and was able to show my personality and identity through the creation of my product. As a creator I was able to use various techniques, such as color and font, to create a product that I was proud of, and to use those techniques to attempt to intrigue reader while reading.

3. Evaluation of Self-Management Skills

3.1 Extended knowledge
As this project was set over eight months, self-management was very important. Before this project, I had never done a project that lasted this long, and so I unsure how to manage my time well so as to not fall behind. But through this process, I was able to learn about the importance of creating an effective way to manage my work by dividing it into manageable sections. I found that a timeline was the most beneficial way for me as a learner to keep on track because it allowed me to set realistic goals for myself.

3.2 Extended understanding
After this project, I was able to understand a lot about my self-management skills. I began to understand how I am capable of managing my time well, as I was always able to complete every task. In the beginning of the project I was on top of everything, but as the months went on sometimes I fell behind, as shown in Appendix E: Timeline. For example, I wanted to have the first draft of my book done by January 6th, however it wasn’t completed until January 29th. Even though I met some of my deadlines late, I did meet all of them and to a high standard. So I feel that I was able to really develop my self-management skills, and really grasp the importance of self-management, as shown by having a finished product.
4. Developing as a Learner

4.1 Extended knowledge
From this project, there was a lot that I was able to learn about myself as a learner. First, I learned that I can always get the task done if I set my mind to it. An example of this is finishing most of my book over the holiday without having guidance from my supervisor. Secondly, I learned that I was able to make very good use of my process journal as I had a total of 29 entries, with entries for almost every time I worked on this project. Finally, I learned that the IB Learner Profile I was the most in this project was balanced, as I was able to set realistic goals for myself while juggling other things in school, such as the musical or ACAMIS.

4.2 Extended understanding
Once this project was finished, I realized how important all the different aspects of it are, and how they can help me as a learner. This process was able to teach me that I do well when I give myself a timeline so that I don’t procrastinate too much. It also allowed me to understand the importance of setting realistic goals, and keeping track of your work. So I believe that this process has taught me a lot about myself as a learner, and allowed me to really understand these skills that will benefit me in the future.
Works Cited


Appendix

Appendix A: Annotated Bibliography


In this primary source, a children’s book, the author’s Simon Rogers and Peter Grundy discuss the human body. Throughout the book, the author’s discuss multiple different topics, such as the heart, the brain, the reproductive system etc. Each section of the book goes into great detail on the structure of each topic, and various other topics such as how to keep healthy, while also giving very interesting facts. This source was published in 2014 by Big Picture, and was written by the author's listed above. The purpose of this novel is to teach anyone who reads it on the human body. This novel not only focuses on the basics but also goes outside the box by giving fun and interesting facts while also using images and other visuals to show all of the information being given. This source can be very helpful for anyone in third grade or above, as it is listed at a third grade reading level. This source is also helpful for anyone looking for an easy way to explain various systems or organs in the human body. This book is very helpful for when it comes to what information I would like to include in my interactive book. As both are at similar reading levels, I can use it as an example for when I am creating my own. It can also be useful for when I am comparing a static book to an interactive book. This source can be helpful in my final paper when I talk about the benefits of interactive books compared to static ones.


In this secondary source, an online journal, it discusses the effects of interactive storybooks, as well as the weaknesses that they may have. It talks about how certain elements of interactive books, such as puzzles, games, quizzes etc., can cause a cognitive overload for the reader, while certain elements such as sound effects, or visuals can be very beneficial. This source is an online journal written by Zsofia K. Takaes, Elise K. Swart and Adriana G. Bus of Leiden University and it
conducted a study on the effects of interactive books. This source’s purpose is to help show the
effects of interactive books on the reader, and it can be helpful to those in the teaching field, or
writing field. For example teachers or writers may want to create interactive books, so by using this
source they can see how to create the best possible book. This source can help me when answering
my research question as it helps show the benefits of interactive books compared to static books, and
it also can help me figure out what sort of elements can be included in my book. The data included in
this source can also help me with supportive evidence in my final report.

3 Nov. 2016.

This source is a secondary source found online, and it is an online scientific journal. This
specific article is on the brain, its functions, facts, and the anatomy of it. It discusses all the different
sections of the brain, and what each section does. It also helps to give interesting facts about the brain,
such as how large a percentage in contributes to your body mass. This article includes a variety of
information all of which is very relevant and up to date. Tanya Lewis wrote this article and it was
published on the 25th of March in 2016. The purpose of this source is that it can help to answer any
questions on the brain, and it can be aimed towards anybody. The audience for this can range from
students in biology, to medical students, or to anyone who is interested in the human anatomy. The
value of this source is high as it is able to help provide me with a lot of information on the brain. As a
lot of this information is written in a very comprehensible way, I can then adapt it to a third grade
reading level, and it will help my interactive book. This source may not be very helpful when it comes
to writing the report as it is fact based, but is helpful for creating my book.

Appendix B: Process Journal Extracts

Extract 1 – September 13th 2016

Today was my first meeting with my Personal Project advisor. My advisor is Ms. Mason, the
art teacher. After finding some time in both of our schedules, we found that this lunchtime
would be the best for us to meet. As I tend to be quite busy (with Writing Center or the
musical) it was a little difficult to find time. However, we were able to meet, and I think that
it was a very productive meeting and I found I was very excited to have Ms. Mason as my
advisor after this meeting. When we met, we first discussed what my project was going to be, and what I wanted to achieve from it. After discussing this, we went through some guiding questions that Mr. Taylor gave us to talk about my project and to see what direction it was going to go in and I told Ms. Mason that I love teaching and I also have a passion for biology and human anatomy because I want to become a doctor, which is why I wanted to do this as my product, as it combines my two interests. After this meeting, I have found that I have some prior knowledge on my topic, mainly on the human body, but not much on creating books. So I thought I could arrange a time to meet with Mr. Tschoepel as he has created books like mine in the past and he can help give me some tips on how to get started. I have also talked to Ms. Bodha, the DP biology teacher, and she is very excited and willing to help me with any problems I may have when talking about the human body aspect of the book. I have also discovered that I want to create just a simple quiz that I can possibly give to the students before they read my book. After they do the quiz then they will read either the static or interactive book, then take the quiz again and see if they learnt anything new, and to see which book was actually more effective. I am planning to meet Ms. Mason again sometime soon to talk more about what I have done and what I plan to do.

Extract 2 – November 13th 2016

Today I continued to do some more research on the brain as I decided today was the day that I was going to write my first draft of the brain section. On my timeline I did not anticipate or think about the musical or ACAMIS, which means that I am pretty far behind. So I was supposed to have this section done a few days ago, however I decided that I really needed to start. Writing this section was a little bit difficult as I had to think about writing at a third grade reading level. As the brain is such a complex organ, then writing it in a way that is understandable for Grade 3 students made it very difficult. However, I did eventually find a way to write it at a level that I feel like they will understand.

Extract 3 – November 23rd 2016

Today was my mandatory meeting with my personal project advisor. We all sat down, and went through all of our progress and showed what we had accomplished. When I sat down with my advisor, Ms. Mason, she told me that I had excellent self-management skills that I am developing through this project, and that I also needed to write about a few things to help get the best possible grade on my journal. As we went through the criteria, we found that I needed to talk a bit more about the skills I am developing, how I feel about this project, what I am learning, my strengths and limitations, and to talk about the thinking skills that I have developed or am developing.

So through this project, so far I have developed multiple different skills. The first skill is my self-management skills. I think that I have developed a lot of self-management skills, as I was able to meet all of my deadlines that Ms. Surridge gave us to a good standard with all that
was required of me. However, there are some deadlines that I set myself, which I did not meet. When I created my timeline, I had forgotten to take into account the musical and ACAMIS and how much time it would take. This then limited a lot of the work that I wanted to do, as I would have practice. So far I feel a little stressed about this project as there is still a lot that I have to do, so I plan to do a lot over my Christmas holiday. During the holiday I am going to have to do the actual interactive book and finish all of my sections of the book.

But in this project I have learned a lot, not only about self-management, but also about the human body. Through my research I have learned a lot about the human body and the benefits of interactive books. In my annotated bibliography it shows some of the sources that I used, and those sources were very beneficial to me. By using these sources, I plan to be able to use all the correct information about the organs, and also figure out what features should be included in my book to ensure that it is an e-book that can be fun, but also teaches the student a lot of information. However, through this process I have also learned about work ethic and how motivated you need to be to complete everything on your timeline. I have missed a lot of my timeline deadlines, so this has made me a lot more motivated to finish them as quickly as possible but to a good standard. In this project I have found that my strengths lie in my information on the human body. As I am very passionate about the human body, it makes this section a lot more interesting to me. However, a limitation that I have found is that I am a very busy person making it very difficult to finish a lot of my project. However due to this, I have developed a range of thinking skills to figure out the most effective ways to work and how to complete it effectively while still being close to my deadlines.

Extract 4 – December 13th 2016

Today was the day that I decided it was time to start my book. As the deadline for my product is very soon after the holiday, I want to finish most of the book, except for final edits, so that I won’t be overwhelmed and stressed. As I do want to continue to have a fun holiday and not have too much work, I only worked on the brain section of my book today. This was the first time that I was using iBooks Author, so for the first 20 minutes I had to learn about how to use it, watch tutorials etc. This made it a little difficult when starting, however by the time I finished my first draft of this section I was able to get the hang of it. During this time that I spent, I also created my front cover to my book. Below are two screenshots that I took to show the start of my process of creating the book, and to provide evidence for how my book developed throughout this month. The first is showing the very start of the book and the next is my cover.
Extract 5 – January 13th 2017

Today I met with Mr. T again to show him my almost-finished product. The meeting with him went really well. He said that he was really impressed with all of the work that I had done over the break, and that it looked really cool. He had told me that I had left it a little late during our last meeting but he said despite that I still was able to complete a good product. Even though he said it was good, he told me that there were a few things that I could add. The first was that I should add recordings of my voice to each page of my e-book so that ESL students are able to learn the words that I am saying, as well as learning the pronunciation of the more difficult words. I completely agree with this suggestion. I had had this idea previously however I was unsure how I should do it. He told me to add audio files to the top of every page so that if the student desires it, then they can listen to the recordings. The second idea that he gave me was that for the lung-bottle experiment, I should include a hyperlink to a video on YouTube showing the reader exactly how to do the experiment. Though the written method can be easy to follow, for a third grader, having a video showing them what to do can be a lot more beneficial.

Overall I think that my meeting today went really well. I was a bit nervous about what he might say, and that I would need a lot of improvements. I am happy with my product, but he is really good at making e-books and so I thought he may think that it was not good enough. But he said that he really liked it and that he thought it was a really good resource for the third grade students.

Later on today when I got home, I worked on one of the suggestions he made. I recorded myself reading all of the pages on the brain, heart and lungs, and then added it to each page. I also added in a screenshot on the How To Work section so that the students know it's there.

Extract 6 – January 15th 2017

Today I got a message on Managebac from Ms. Mason with her suggestions about my e-book. After reading through it, I then spent around 2 hours making all of the edits to the book. The first thing that I did was I added color, and a lot of it. I did not want an overwhelming amount, but I changed the color to the text and made them different colors so teachers could say to the class “read the red section.” I also wanted it to look a bit more colorful and not so boring. I then went through and changed the font types on some of the text. I had to go online and download some fonts that I thought would look good. I also changed the interactive image text and added color to it, I changed the activity text, the chapter fonts, etc. I also changed some of the images on the How to Use the E-book section so that it matched the color and with the translations. I also had to re-record some of the pages to match the changes in the text. One of the changes that Ms. Mason said I should do was move the text on the interactive image of the heart. I spent around 10 minutes trying to make it so that the image was more visible. However, when I moved it, it would then move the text meaning that when it zoomed
in, you couldn’t see anything. But after working and making edits to everything, I am happy with my final product, and I think that it will be a lot more appealing to the 3rd graders.

Extract 7 – February 3rd 2017

Today is the day before my process journal and product have to be done by. So for today, I went through my journal, made some edits, and also went through my product multiple times. I previewed it, and wrote down any problems there were or things I should fix, and then I went back and fixed them. I also noticed for some reason two of my pages were gone (“How to use the ebook” pages). So I had to redo those pages, which took a little while. After all my final edits were made, then I published the book, and it is now done! I am really excited that my product is done and that this part of the process is over, however I am slightly dreading the report and exhibition. I am not a very artistic or creative person, and the exhibition is graded this year so I have to make sure it’s the best I can possibly make it.

Extract 8 – March 6th 2017

Today was the day that I got to go to the Grade 3 classes to present my e-book. I was so nervous to go, as I wasn’t sure how the students were going to react to the book, if the level would be too difficult etc. When I first got there I was shaking because I was so nervous. However, Mr. Roberts and Ms. Masefield, the Grade 3 teachers, instantly made me feel comfortable. I handed out the quiz to the third graders and I could see many of them didn’t know the answers to the questions, but I made it very clear to them before beginning that they probably wouldn’t know the answers, because that was what the book was for. After this, I then had half of the students (with ESL students in each to ensure it worked well) use my e-book and the other half read a paper version of my book. What was interesting was that before they left Mr. Roberts asked them whether they thought the book would teach them more or the e-book, and around three out of the 25 students answered the paper version while everyone else said the e-book, which I found very interesting.

It then became time to show my book. This moment was almost surreal because I had spent so long working on this product, and to finally see it being used was just crazy. I had to teach the students how to use the e-book then they were allowed to read through it freely. Almost every student in the room had the audio feature on so that they could read along with me. A few of them were a little confused so I went to help them, and a lot of them were grossed out by the videos and images of the organs, which I found very funny. After a certain amount of time, all of the students had to re-do the quiz and meet back in the main room. I then collected all of the quizzes and Mr. Roberts asked them a variety of questions. He asked what they thought was good about the paper and digital book, what needed to be improved etc. There was a lot of positive feedback, especially for the e-book. When Mr. Roberts asked what they liked about the digital book, many said that it allowed them to read with it, there were definitions, videos etc. When students said this, a lot of the students in the paper group seemed to get very angry because the paper version was a bit harder as it had no definitions
and Mr. Roberts was not allowed to help tell them what any of the words meant. However, I reassured them that they would get to read the e-book in the future, and then a lot of them seem satisfied.

I then left the Grade 3 class and went back to my own class, but that experience was crazy to see how after all this effort, people could finally use my product. A few days later I went through the quizzes and it showed that many of the students improved after reading the book, which shows that it was beneficial and some stayed the same. But the only two people, who got all 6 questions correct after reading the book, were two students in the e-book group. So this shows how it was actually very beneficial. So I am so happy with my product and I really hope that students in the future will be able to use it.

Appendix C: Specifications

<table>
<thead>
<tr>
<th>Categories</th>
<th>Specifications</th>
<th>How I Will Test it</th>
</tr>
</thead>
<tbody>
<tr>
<td>What should it</td>
<td>• The book that I am creating should include different interactive features</td>
<td>• I will count all of the different features that are in the book and see if it</td>
</tr>
<tr>
<td>do/achieve? (Function)</td>
<td>such as sound effects, animations, images and videos.</td>
<td>corresponds to the features listed</td>
</tr>
<tr>
<td></td>
<td>• It should teach the students all about the brain, heart and lungs at a level</td>
<td>• I will create a small quiz that the students will take before and after</td>
</tr>
<tr>
<td></td>
<td>they can understand</td>
<td>analyze the data to see if the students improved, or learned more about the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>topic</td>
</tr>
<tr>
<td>Aesthetics</td>
<td>• It should have three sections in the book – the brain, the heart, and the</td>
<td>• I will count each of the sections</td>
</tr>
<tr>
<td></td>
<td>lungs</td>
<td>• I will go through the book and see how many visuals there are in it, and see</td>
</tr>
<tr>
<td></td>
<td>• It should include multiple visuals, including animations, photos and videos</td>
<td>if it includes all three types in each section</td>
</tr>
<tr>
<td></td>
<td>in each section appropriate for the audience</td>
<td>• I will have peers as well as students in Grade 3 give feedback</td>
</tr>
<tr>
<td></td>
<td>• Font type should be appropriate for the book, and should be appropriate for</td>
<td>• I will click on each bolded word and see if the definitions appear, and if all</td>
</tr>
<tr>
<td></td>
<td>the Grade 3 students</td>
<td>five translations appear</td>
</tr>
<tr>
<td></td>
<td>• Words that are difficult will be in a different color and bold and will</td>
<td>• This will be measured by students in Grade 3 giving me feedback</td>
</tr>
<tr>
<td></td>
<td>have definitions provided and their translations in five other languages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Danish, French, German, Chinese and Korean)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Length of the book should not be too long or too short, with enough pages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to include as much information as possible</td>
<td></td>
</tr>
<tr>
<td>Audience</td>
<td>• The level of the reading will be at a third grade level</td>
<td>• I will have the Grade 3 students read the book and ask them if it was too</td>
</tr>
<tr>
<td></td>
<td></td>
<td>difficult, too easy or just right (survey using smiley faces to show level of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>difficulty)</td>
</tr>
<tr>
<td>Ability</td>
<td>• File size for the animations, videos and images should be small enough to</td>
<td>• This will be measured by having peers reading the book and answering a survey</td>
</tr>
<tr>
<td></td>
<td>be clear, but also so the overall file size of the book functions well</td>
<td>asking if it</td>
</tr>
</tbody>
</table>
Appendix D: Final Product:

Appendix E: Timeline
October:

- October 20th – finish at least 5 specifications for my product ✓
- October 23rd – timeline needs to be finalized ✓
- October 23rd – research on the human body: the brain, heart and lungs
  November 3rd – November 23rd – Finished all research on the brain, heart and lungs

November:

- November 2nd – by this day, meet with Mr. Tschoepel about creating interactive books
  November 24th – met with Mr. Tschoepel for the first time
- November 10th – start creating the first section of the book – The Brain
  November 13th – finished the first draft of the Brain section
- November 20th – start creating the second section – The Heart
  November 22nd – finished the first draft of the Heart section

December:

- December 3rd – start creating the third section – The Lungs
  December 2nd – the lungs section was finished
- December 18th – first draft should be done
  December 22nd – first draft is completed
- December 28th – second draft should be completed ✓

January:

- January 6th – final draft of the book
  January 29th – final draft including bibliography, was completed

February:

- February 5th – by this day the book should be finished and published ✓
- February 15th – by this day, I should have met with the third graders and received the data
  March 6th – met with the third grade class and presented my book