

## Literature Review Table

Theme - Keyword Search	Author	Title and Year	Key Ideas
web 2.0 Collaboration Google docs Collaborative writing	Ornprapat Suwantarathip Saovapa Wichadee	The effects of collaborative writing activity using Google Docs on students writing abilities	The research study adopted a quasi-experimental design using 2 sample sections which contained 40 students each. One section was used for the face to face group and the other section was used for Google Docs. The study used a pre and post writing test to assess students writing abilities, a questionnaire surveying attitudes toward collaborative writing using Google Docs, and a questionnaire asking them to report how collaboratively they worked. The result of the independent sample t-test analysis from the post-test administration indicated that the Google doc group had a better performance than the face to face group. They attributed this to 3 reasons: the collaboration method of working together to give feedback to others, the special features that Google Docs has to offer which motivated students to learn more efficiently, and the fact that changes made were visible to all members. The implications from the findings of this study support that Google Docs is a useful tool that makes online learning environments possible
Google Docs Collaborative writing Feedback Cloud-based technology	Binbin Zheng Joshua Lawrence Mark Warschauer Chin-Hsi Lin	(2014). Middle school students writing and feedback in a cloud-based classroom environment	This study took place in a middle school setting and used three data sources, test score data, student surveys, and samples of writing created using Google Docs.
Student Motivation Web Applications Classroom Learning Environment	Yen-Ting Lin Min Jou	(2013). Integrating popular web applications in classroom learning environments and its effects on teaching, student learning motivation and performance	This study was a quasi-experimental research that used two data sources, questionnaires and interviews, to evaluate the effects of web applications in a classroom learning environment at a university. The study focused on student learning motivation and attitude as well as participant perception towards the learning process. To assess student motivation they used the MSLQ (Motivated Strategies for Learning Questionnaire). When comparing the original course the instructor had taught other semesters with the the treatment course, the instructor believe that the treatment course assisted him in adminstering the class especially when reviewing student feedback and learning statuses.
Behavior pattern, collaborative	Chih-Cheng Lin Hsien-Sheng	(2014). Learning English vocabulary collaboratively in a	The study adopted a non-equivalent control group quasi-experimental research design and was intended to investigate whether computer-assisted collaborative learning is comparable with computer-free and individual learning and specifically looked at the effects

learning, english vocabulary learning, technology supported classroom	Hsiao Sheng-ping Tseng Hsin-Jung Chan	technology-supported classroom	on learning English vocabulary. The researchers established a technology-supported classroom, where learners learning a second language learn and review English vocabulary with their peers. The review activities were designed so that it involved learners in deep processing of each target word for their receptive and productive knowledge. The learning effects of collaborative learning in the technology-supported classroom were competitive with the other two groups that were not supported by technology and showed that learning collaboratively in a technology-supported classroom helped the participants learn and retain target words.
Blended Learning	Evergreen Education Group	Proof Points: Blended Learning Success in School Districts. (2015)	Evergreen Education Group published a set of 12 case studies that focused on the role of blended learning. The district of Middletown implemented a blended classroom in about 52% of its classes. After a two year research study that compared measures of academic achievement of students in blended learning classrooms against those of student in the same grade levels but in traditional classes, the blended learners scored 18.5 percent higher on spring 2015 and reading NWEA MAP tests.
Tablet Creativity	Kim, H.J., Park, J., Yoo, S., & Kim, H.	(2016). Fostering creativity in tablet-based interactive classrooms.	Found that a tablet-based classroom provided interaction amongst the students and fostered their creativity. The study aimed to examine the effects of an instructional model that leveraged innovative technology in the classroom to cultivate collaboration that helped improve student's comprehension, foster their creativity, and enable them to better express and communicate their ideas through drawings. They created an instructional model, VTTCI, for generating drawings to enhance student's creative experience in high-tech interactive classrooms. They found that their treatment group, the students given the tablet, revealed a higher creativity score than the control group suggesting that using a tablet helped improve their scores.
Collaboration ELL Google Docs	Kessler, G., Bikowski, D., & Boggs, J.	(2012). Collaborative writing among second language learners in academic web-based projects	Explored how students engaged in collaborative writing using Google Docs. The study built upon research into how technology has affected the writing process in the past and responds to a need in the literature for more research into the nature of the collaborative writing process. In order to understand their collaborative writing behavior within a web-based word processor, the researchers analyzed a group of collaborative texts produced in Google Docs. Instead of focusing on scoring the texts holistically, the researchers focused on identifying codes that were related to language use and those not related to language use. The study showed that students focused more on meaning than on form but that when they did focus on form, they made more correct changes. The study also showed that student contributions were not equally distributed.

Class websites	Janicki, E., & Chandler-Olcott, K.	(2012). Secondary English teachers' perspectives on the design and use of classroom websites	Used qualitative methods, including computer-mediated interviews and document analysis, to explore how and why secondary English teachers created classroom websites and how they used those websites pedagogically. They found that 9 of 20 teachers reported using their websites to provide opportunities for student interaction beyond the class time which suggested that only a small number of teachers found use in creating a classroom website.
ELA Technology	Flanagan, S., & Shoffner, M.	Technology: Secondary English teachers and classroom technology use.	Explored whether technology plays an integral role in the English Language Arts classroom. Using a qualitative study, explored how and why two ELA teachers used different technologies in the secondary English classroom to plan for and deliver instruction. While one teacher, the novice one, thought technology should play a primary role, the experienced teacher thought technology should only play a secondary role. What they found was that they felt they need additional training and support to integrate technology more effectively into their ELA instruction but that both teachers valued the technology.
Tech Tools	Fenicle, M.	(2012). Technology in the English classroom: innovative practices to ready the 21st century student.	This study found that between a "limited technology class" and a "technology intense class," the technology intense class did utilize technology effectively and benefited from the technology tools in terms of organization and ease. The technology intense class was also better equipped to work independently while the limited technology class needed more dependent teacher time.