

Rochester Institute of Technology

## RIT Digital Institutional Repository

---

Theses

---

8-1-2009

### Assessment of K-12 educators' awareness and need for online self-publishing services in the classroom

Vincent J. Gargiulo

Follow this and additional works at: <https://repository.rit.edu/theses>

---

#### Recommended Citation

Gargiulo, Vincent J., "Assessment of K-12 educators' awareness and need for online self-publishing services in the classroom" (2009). Thesis. Rochester Institute of Technology. Accessed from

This Thesis is brought to you for free and open access by the RIT Libraries. For more information, please contact [repository@rit.edu](mailto:repository@rit.edu).

**Assessment of K-12 Educators' Awareness and Need for  
Online Self-Publishing Services in the Classroom**

by Vincent J. Gargiulo

A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Science  
in the School of Print Media  
in the College of Imaging Arts and Sciences  
of the Rochester Institute of Technology

August 2009

Primary Thesis Advisor: Professor Patricia Sorce  
Secondary Thesis Advisor: Professor David Pankow

School of Print Media  
Rochester Institute of Technology  
Rochester, New York

Certificate of Approval

Assessment of K-12 Educators' Awareness and Need for  
Online Self-Publishing Services in the Classroom

This is to certify that the Master's Thesis of

Vincent J. Gargiulo

Has been approved by the Thesis Committee as satisfactory  
for the thesis requirement for the Master of Science degree  
at the convocation of

August 2009

Thesis Committee:

---

Primary Thesis Advisor

---

Secondary Thesis Advisor

---

Graduate Thesis Coordinator

---

Graduate Program Coordinator

---

Chair, SPM

## **Acknowledgements**

I would like to thank my family for their love and assistance during this research,  
Professor Sorce for her guidance, and my fellow classmates for their support.

## Table of Contents

Acknowledgements.....	iii
Table of Contents .....	iv
List of Tables .....	viii
Abstract.....	1
Chapter 1 Introduction .....	3
Topic Statement .....	3
Significance of Topic .....	3
Reasons for Interest in the Study .....	4
Personal Interest in Study .....	4
Chapter 2 Literature Review .....	5
Introduction.....	5
Cost Savings .....	6
A Local Example of Textbook Costs.....	7
Student Engagement .....	8
Barriers.....	9
Conclusion .....	9

Chapter 3 Research Questions .....	11
Chapter 4 Methodology .....	13
Description of Experimental Design.....	13
Design of Survey.....	13
Part 1: General Online Self-Publishing Questions.....	14
Part 2: School-Specific Self-Publishing Questions.....	15
Part 3: Educator Self-Publishing Book Collaboration.....	16
Part 4: General Information .....	16
Data Collection .....	17
Data Analysis .....	18
Teacher Grade Levels .....	18
Survey Limitations.....	19
Chapter 5 Results .....	20
Overview.....	20
General Information.....	21
Teacher-Specific Questions .....	21
Internet Access.....	22
Location Questions .....	23
General Self-Publishing Questions.....	23
Self-Publishing Skills .....	25
School-Specific Self-Publishing.....	27
School Publishing .....	28

Student Publishing Assignment(s).....	28
School Self-Publishing Vendors .....	30
Ideal Self-Publishing Use within the Classroom .....	30
Educator Self-Publishing Book Collaboration.....	31
Material for the Student’s Benefit.....	31
Benefits of Producing Material for the Students.....	32
Likelihood of Collaboration Among Educators.....	32
Cross Tabulation Results .....	33
Are K-12 Educators Aware of Online Self-Publishing Services? .....	33
Have K-12 Teachers Used Online Self-Publishing Service/Websites for Personal Publishing Cross Tabulations?.....	36
Are There Differences in the Type of School That Currently Have Assignments Where Students Publish Their Own Work? .....	38
Are There Differences in School Publishing by School or Teacher Type? .....	40
Are Educators Likely to Collaborate with Other Educators to Produce a Textbook Supplement?.....	42
Chapter 6 Discussion .....	45
Summary of Findings.....	45
Are Educators a New Market for Online Self-Publishing? .....	46
Can Districts Save Money by Using Online Self-Publishing? .....	47
Unexpected Results.....	48
Implications for Printers and Publishers .....	49

Future .....	50
Conclusion .....	51
Recommendations for Further Research.....	52
Bibliography .....	53
References.....	55
Appendix A Email Invitation.....	56
Appendix B Survey Questions.....	59
Appendix C Survey Results .....	78

## List of Tables

<i>Table 1: Buckeye Local School's Elementary School Social Studies Textbook Order Breakdown .....</i>	<i>7</i>
<i>Table 2: Grade Levels Taught .....</i>	<i>22</i>
<i>Table 3: Question 2a: What Was The Item You Published (Photo Album, Narrative, Work Related)? .....</i>	<i>24</i>
<i>Table 4: What Skills Are Helpful To Have To Produce A High Quality Self-Published Book Online? .....</i>	<i>25</i>
<i>Table 5: Rate Your Skill Level In The Following Categories.....</i>	<i>26</i>
<i>Table 6: Rate How Easy It Would Be For You To Learn These Skills. ....</i>	<i>27</i>
<i>Table 7: What are the Cover and Binding Options Available to Your Students?.....</i>	<i>29</i>
<i>Table 8: What Do You Think are the Benefits of Producing Material for The Students? Check All That Apply. ....</i>	<i>32</i>
<i>Table 9: How Likely Would it be to Collaborate with Other Local Educators to Produce a Customized (Local) Supplement to a Textbook (i.e., Local History With U.S. History)? .....</i>	<i>33</i>
<i>Table 10: Online Self-Publishing Awareness By Grade Level .....</i>	<i>34</i>
<i>Table 11: Age Group Compared with Online Self-Publishing Awareness.....</i>	<i>35</i>
<i>Table 12: School Location Compared with Online Self-Publishing Awareness .....</i>	<i>35</i>

<i>Table 13: Subject Taught Compared with Online Self-Publishing Awareness .....</i>	<i>36</i>
<i>Table 14: Online Self-Publishing Experience Compared with Teacher Grade Levels ...</i>	<i>36</i>
<i>Table 15: Online Self-Publishing Experience Compared with Area School Location.....</i>	<i>37</i>
<i>Table 16: Online self-publishing experience compared with subject(s) taught .....</i>	<i>37</i>
<i>Table 17: Grade Level Compared with Book Assignment.....</i>	<i>38</i>
<i>Table 18: School Location Compared with Book Assignment.....</i>	<i>39</i>
<i>Table 19: Subject Taught Compared with Book Assignment.....</i>	<i>40</i>
<i>Table 20: Grade Level Compared with Publishing Options .....</i>	<i>41</i>
<i>Table 21: School Location Compared with Publishing Options Available.....</i>	<i>41</i>
<i>Table 22: Subject Taught Compared with Collaboration Likelihood .....</i>	<i>43</i>
<i>Table 23: Grade Level Compared with Collaboration Likelihood.....</i>	<i>44</i>

## **Abstract**

This thesis surveyed K-12 educators to gauge their comfort level and awareness with online self-publishing services along with required skill sets, testing whether K-12 educators are taking advantage of online self-publishing within the classroom. If educators were to adopt online self-publishing to create material for the students, there is a potential new market for the Print-On-Demand industry.

The experimental design involved the creation of an online survey taken by K-12 educators across the United States. The survey was used to gauge respondent comfort level with online self-publishing skills for personal and school use. Their opinions on collaboration with other educators to produce material for the students benefit were also addressed.

The main findings of this research were that, 15% of respondents have had personal online self-publishing experience, 61% were aware of popular online self-publishing websites, and editing was viewed as the most helpful skill to have when producing self-published book online. With school use, 44% of respondents reported their school had a student publishing assignment with yearbooks being the most commonly published item in schools. Teacher use in the classroom revealed that 58% of respondents were interested in using self-publishing, 54% of respondents had already produced material for the students benefit. Moreover 90% believed that providing the

students with a more targeted and customized learning experience was a main benefit of self-publishing. However, respondents did not understand how online self-publishing could save costs in textbook orders. If educators better understood there is a potential cost savings, it would generate a greater interest in pursuing some form of online self-publishing.

## **Chapter 1**

### **Introduction**

#### **Topic Statement**

Online self-publishing is becoming a popular way for anyone to create a book, regardless of subject. The purpose of this study was to investigate how aware K-12 educators were about online self-publishing, perceived skill sets needed for online self-publishing, along with services available to them. The survey also asked about collaboration possibilities among educators to self-publish material for the students' benefit.

#### **Significance of Topic**

Elementary, middle, and high school educators, along with schools themselves, could benefit from creating their own subject-specific supplemental material. There may be multiple reasons why online self-publishing for use in the classroom may not be more commonplace. One possible reason is the lack of skill sets, and perceived lack of software skills needed to create a book online. K-12 educators only require basic computer skills, typically associated with the Microsoft Office Suite (Word, Excel, and PowerPoint) and familiarity with Internet browsing (Montgomerie, 2001). Another reason may be the lack of knowledge about the availability of these services.

This research could also become a catalyst. The printing and publishing markets may also be a significant benefactor of this research that could reveal an untapped niche market for the \$19 billion/year print-on-demand industry, that could be developed further ("The U.S. Print," 2006).

### **Reasons for Interest in the Study**

Interesting in and of itself is that understanding the comfort level and needs of K-12 educators for online self-publishing has not been done to date. Use of a survey helps in showing how an audience, often viewed as somewhat technologically-challenged, understands a relatively new concept that may be a benefit to them (Trotter, 2007).

Employers expect today's students to be aware of as many technical problem-solving tools as possible (Johnson, 2006). One major benefit of educators knowing about online self-publishing is that they can pass that knowledge onto their students. If an educator can inform students that they can produce their own book easily and cheaply, then they may become more interested in writing and publishing.

### **Personal Interest in Study**

I have a personal interest in this area of study as I have a lifelong association with education. Having parents in the educational field, I have been exposed to the benefits and issues associated with public education. As a result, the initial interest to write a thesis on this topic comes from my desire to help the education industry any way possible. If it is possible for educators to save money by adopting some form of self-publishing while benefiting the students, then the research may be of use.

## **Chapter 2**

### **Literature Review**

#### **Introduction**

As electronic media technology keeps advancing, the fear for many publishers is that printed textbooks are to become a thing of the past in a relatively short amount of time. While this has been the claim since computers came onto the scene decades ago, this scenario has not happened yet. Rather, computer use is complementing textbooks and vice versa. Companion websites and CDs accompanying many textbooks today are prime examples of a “multi-media” textbook.

With the broad availability of online self-publishing, it seems that K-12 schools could benefit from the services they provide in two ways. First, it could reduce rising textbook costs for schools. Each year the elementary and high school textbook markets alone are worth approximately \$6.2 billion (Trotter, 2007). When high school is added, the number grows to over \$8 billion a year (Mickey, 2007). Second, self-publishing has the potential of becoming a pedagogical device for engaging students and documenting student learning in the classroom. For example: Having a high school history class document local history with students conducting research within the class for an assignment.

The key question this research seeks to answer is whether educators are ready to adopt this technology. If addressed, then there is the potential of increasing self-publishing among educators. Some barriers include a perceived requirement for a specific skill set, the inability to access necessary equipment, and lack of awareness.

What are the facilitating factors and barriers? Any effort to reduce any school districts costs, no matter how small, will have a positive impact on taxpayers who pay and vote for educational funding. This will also demonstrate to voters that school districts are aggressively pursuing cost-reduction strategies that will provide a more positive image of the school administration.

### **Cost Savings**

A typical K-12 textbook costs anywhere between \$50 to \$70 per book per student (Coulter, 2008). Using New York State's average elementary class size of 22.3, a textbook cost of \$60, and each student taking four subjects, the total cost per grade level for textbooks is \$1,338 (EdWeek.org, n.d.). When all thirteen grade levels are added (K-12), the amount grows to \$69,576 for one school. This figure does not account for teacher editions, packs, shipping, online licenses, extra copies, or the re-use of the textbooks. It is not realistic to assume self-published supplemental materials would ever replace textbooks. It is difficult to get an exact figure on cost savings, but the assumption is that by using supplemental material, the life of a traditional four-year textbook could be extended by 25% by including updated information when necessary. This would amount to a savings of over \$17,390 per school.

### A Local Example of Textbook Costs

Buckeye Local Schools is an average suburban school located in Medina, Ohio (Buckeye Local Schools, n.d.). The school district has a total enrollment of 2,404 students. The school district has two K-5 elementary schools with a total enrollment of 1,251 students. The school district made a book order from Houghton Mifflin Harcourt in 2007 for elementary social studies books and associated materials for their 1,251 elementary school students.

Overall, the school paid a total of \$65,369.95 for the book order, with a breakdown of costs shown in Table 1. The publisher gave the district a considerable amount of material free of charge. However, the material given free of charge was not listed and varied from order to order. Shipping amounted to \$9,058.95 that also included \$3,991 in shipping for the free material (T. Hansen, personal communication, January, 24 2009).

*Table 1: Buckeye Local School's Elementary School Social Studies Textbook Order Breakdown*

Grade	Cost	Free Material Value	Total
Kindergarten	\$3,205.60	\$3,133.24	\$6,338.84
First Grade	\$7,713.10	\$8,463.80	\$16,176.90
Second Grade	\$11,397.70	\$11,449.15	\$22,846.85
Third Grade	\$11,767.90	\$9,803.44	\$21,571.34
Fourth Grade	\$10,372.10	\$3,700.52	\$14,072.62
Fifth Grade	\$11,854.10	\$7,794.30	\$19,648.40
Total	\$56,310.50	\$44,344.45	\$100,654.95

The cost for a fourth grade social studies textbook from this order was \$54.59, with teacher editions costing \$134.30 each. Online licenses were \$59.32 per year (T. Hansen, personal communication, January, 24 2009). The per-book price was in line

with the national average of \$50-70 (Coulter, 2008). However, the total cost of \$65,369.95 for one subject was significantly higher than the estimate of \$69,576 in the pervious section. That estimate included four subjects and all grade levels (K-12) for one school. This example showed that there were a lot of extra costs associated with educational textbook purchases.

With this example, self-publishing could be used in two ways to save Buckeye schools money. One way would be to use the supplemental material to extend the life of the social studies textbooks. Assuming textbooks are replaced/updated every four years, this could save roughly \$25,000 from the total in Table 1. If textbooks are updated every five years, the potential savings is roughly \$20,000. The other way is to order less expensive textbooks and make up the content difference in the supplemental material. Creating supplemental material would almost certainly require collaboration among educators.

### **Student Engagement**

Getting students of any grade level interested in publishing can be a difficult task for any educator. Many schools incorporate a Young Author's program, where the students create their own book. Traditionally, the school creates these books by laminating pages and binding the book with a plastic comb ("Gridley Grade School," 2008)". The end product, however, does not quite look like a book a student could purchase at a bookstore. In addition, it also does not sell them on the possibilities for self-publishing. If students refer friends and family to a website to purchase a professional-

looking copy of their manuscript, possibly giving the student a small profit, then that reference would go a long way in generating some interest among students with online self-publishing.

## **Barriers**

Today's consumer-based sites usually require the author to perform necessary layout, pagination, artwork, and cover design(s). Online self-publishing services also do not offer professional editing or indexing services (Crawford, 2008). This means the author needs to have the software, ability, and time to create cover art. The author also needs to have an understanding of how to arrange the manuscript so it can be printed correctly. Educators may not be well-versed with these necessary skills. While there are templates available from nearly all-online self-publishing companies, they can still require a large time commitment.

## **Conclusion**

There are barriers to overcome in order for online self-publishing to become entrenched in the K-12 school system, however the three main ones, cost, awareness, and perceived skill sets are not difficult to overcome. Getting educators to realize there is a potential cost savings by adopting online self-publishing is simply a matter of spreading the word. Any school would jump at the chance to save on textbook costs.

The problem with perceived skill sets required to create a self-published book online can be resolved by having educators go to a workshop, or some other form of

training on the subject and realizing that it really is not as involved as they think it is.

The third barrier of awareness will, essentially resolve itself once the cost and perceived skill set issues are addressed.

## **Chapter 3**

### **Research Questions**

The study attempted to answer questions addressing educators' awareness and experience with online self-publishing skills and resources in both personal and professional settings. The study also surveyed educators about collaboration possibilities. Finally, the study looked at what assignments students created themselves as well as what publishing options/assignments were available to them.

This study conducted a survey among K-12 educators by performing a needs assessment and determining whether it was feasible for educators to take advantage of online self-publishing.

The following are main research questions to be answered:

1. Are K-12 educators aware of online self-publishing services?
2. Have K-12 teachers used online self-publishing services/websites for personal publishing?
3. Have educators used self publishing within the classroom?
4. Are there differences in the type of school that currently have assignments where students publish their own work?
5. Are there differences in school publishing by location of school?

6. Are educators likely to collaborate with other educators to produce a textbook supplement?

## **Chapter 4**

### **Methodology**

#### **Description of Experimental Design**

The design of the experiment was to create a survey for placement online for download and completion by K-12 educators in the United States to gauge their comfort level with online self-publishing skills for the classroom. The goal was to obtain a diverse group of educators in an effort to determine whether there was a relationship between the respondent's backgrounds and a school's self-publishing experience.

#### **Design of Survey**

The survey was designed to be an online survey distributed to selected K-12 educators by means of a purchased list. The list of educators agreed to have their e-mail addresses placed into this list. The survey was designed to be brief and to minimize open ended answers.

The e-mail invitation to the survey also included a short description of the survey, the time required to complete the survey, and a consent form, that was shown to respondents prior to the start of the survey. Refer to Appendix A and B for all front matter.

Once finalized and tested, the survey was submitted to RIT's Office of Human Subjects Research. Submission of the survey to this office was a requirement of all research involving human subjects at RIT to ensure respondents were not harmed or offended by any research material. After the proposed survey was reviewed with recommended changes made, the survey was approved and found to be exempt from further review due to only using subjects for survey procedures ("Exception categories", n.d.).

Refer to Appendix B for a copy of the survey. On average, this survey took respondents less than ten minutes to complete. Two days after posting, a minor change was made to the survey that required respondents to have a response for each question.

The survey was divided into four sections:

- General Online Self-Publishing Questions
- School-Specific Self-Publishing Questions
- Educator Self-Publishing Book Collaboration
- General Information

Each of these four sections are discussed below.

#### Part 1: General Online Self-Publishing Questions

The first part of the survey was used to get an idea of whether respondents ever used any kind of online self-publishing service in the past. If a respondent said they used a service in the past, then they were taken to a series of questions asking the type of publication created (photo book, novel, work related, etc.) and the name of the company producing the work.

All respondents were asked whether they had heard of any online self-publishing websites and, if so, the name of them. Respondents were given a list of popular online self-publishing websites along with the option to put in a site that was not listed. All respondents were also asked the skills they felt were helpful in creating a high quality, self-published book online. The same lists of skills were also presented to respondents, asking their experience in these areas. They were also asked the level of difficulty in learning the presented skills.

### Part 2: School-Specific Self-Publishing Questions

Part two of the survey gathered information about self-publishing use inside the classroom. Respondents were asked whether their school currently published anything, such as: newsletters, newspapers, yearbooks, or magazines. If a respondent answered that their school did not currently publish anything, then they were taken to a series of questions asking whether they would like the school to adopt any/all of the choices listed and whether they thought it was within their schools means to do so.

In addition to the questions mentioned above, respondents were also asked whether their school had an assignment where students produced their own manuscript, photo book, etc. that the school then published into a book. If a respondent answered yes to this question, then they were taken to a series of follow up questions asking about the available binding and cover options. The student's satisfaction level with the finished book was also asked.

The next part of Section Two asked respondents whether their school currently recommended a specific publishing company (online or traditional). Respondents

answering ‘yes’ to the question were then asked the name of the company and its purpose.

The final question in this section asked respondents as to the ideal use for self-publishing in the classroom. Respondents who stated they would use self-publishing in the classroom were then asked to provide an example of the type of publication they or their students would create.

### Part 3: Educator Self-Publishing Book Collaboration

Part three asked respondents questions about their willingness along with their opinions concerning collaboration in producing a book for students within their school district. Respondents were asked whether they ever produced a material for the student’s benefit and, if not, whether they were interested in doing so.

The other two questions in this section asked respondents the benefits of producing material for students and how likely it was for local educators to collaborate with each other in producing a customized supplement to a textbook.

### Part 4: General Information

Part Four was used to collect general information. This information included, gender, age group, zip code, state, current position, grade level, and subject taught (if teacher). In addition to these questions, respondents were asked whether they had reliable, safe Internet access at home. A similar question was also asked to see whether respondents thought students and themselves had reliable, safe Internet access in their

school. Finally, respondents were asked whether their school district was rural, urban, or suburban.

## **Data Collection**

Respondents were obtained by purchasing a list of e-mail addresses containing over 100,000 K-12 educators across the United States. The survey hosting company, SurveyMonkey.com, was used for e-mail distribution. SurveyMonkey.com allowed a maximum of 10,000 e-mails sent every 24 hours. As a result, the Educator E-mail List was divided into ten batches of 10,000 e-mails using Microsoft Excel. These batches were then uploaded to SurveyMonkey.com. Starting with the first batch of 10,000 and working down, a batch was automatically sent once every 24 hours at midnight. Midnight was chosen so the e-mail invitation would be in respondent's inboxes when they checked their e-mail in the morning. This approach worked for three batches, totaling 29,621 e-mails that were sent out. The distribution list did not equal 30,000 due to invalid and duplicated e-mail addresses from the educator's e-mail list. The reason more requests were not sent out was because SurveyMonkey.com cancelled e-mail privileges to the account due to a low response rate and a high bounce rate. In addition to the purchased list, the survey was also sent out to five personal contacts within the education field for testing before mass distribution. Their responses were also included.

Out of the 29,621 e-mails sent, approximately 21,861 actually reached the intended destination according to SurveyMonkey.com. The lower number was due to recipients opting out of the SurveyMonkey.com surveys in addition to e-mails bouncing

back to SurveyMonkey.com. Of 21,861 recipients, approximately 9,417 were caught by spam filters and returned to the sender. After these deductions, the total number of e-mails sent was 12,444.

Of the 12,444 e-mails sent directly to the recipient, 201 recipients attempted the survey with 144 recipients completing the survey. Only completed responses were reviewed. This represented a response rate of 1.16%.

### **Data Analysis**

All data within the survey used for analysis consisted of categorical, interval, and nominal data. Data analysis was accomplished by downloading a Comma Separated Values file (.csv) from SurveyMonkey.com. This file was then opened and edited in a statistical package program called Statistical Package for the Social Sciences (SPSS) 17.01. This program was used to perform all data comparisons and analysis. Microsoft Excel 2008 was also used for both managing the Educator E-mail List and to create charts and graphs from SPSS data. Refer to Chapter 5 and 6 for a further explanation on data analysis.

### **Teacher Grade Levels**

Many respondents were listed as teaching more than one grade level. So as not count them more than once, teachers were placed into three categories, K-5, 6-8, and 9-12. If a respondent said they taught K-5, then their responses were only counted once and placed into the K-5 category. If a respondent was listed as teaching K-12 (more than

one category), then they were placed once into each category, once in K-5, once in 6-8, and once in 9-12.

### **Survey Limitations**

The survey had a low response rate (1.1%) and was sent out by means of an e-mail list last updated in 2003. It was impossible to judge the quality of a respondent or know anything about their profession/school before sending out an email. Many responses came from the same areas; Florida alone had 22 respondents, while other highly populated states such as New York only had 5. This lead to a larger than expected sampling error.

The survey was intended to gather some general, introductory information to gauge the awareness and skill level with online self-publishing in the educational environment. The survey was also made so respondents could finish it as quickly as possible. As a result of this, it was not possible to get very in-depth with the topic. It may not accurately represent the general educational field as a whole. This should be examined as introductory research made to entice someone else to develop it further, focusing in a specific area (collaboration, assignments, etc.).

## **Chapter 5**

### **Results**

#### **Overview**

As stated earlier, the purpose of this survey was to gauge the comfort level and awareness and use of online/offline self-publishing for personal use as well as within the classroom. The survey was also used to determine the ability to collaborate with other educators in producing material for the students' benefit.

This chapter presents the responses of 144 respondents. Each of the four sections of the survey are represented here in the following order:

- General Information
- General Online Self-Publishing Questions
- School-Specific Self-Publishing Questions
- Educator Self-Publishing Book Collaboration

Refer to Appendix C for the frequency distribution of every answer in table form.

## **General Information**

The last section of the survey was used to gather general demographic information of the sample. The majority of respondents were female at 70.1%. Over 75% of respondents were over 40 years of age, with the largest age group being 51-55 with 24.6% falling in this age group.

When asked for their current position, 63.8% of respondents responded they were teachers, followed by administration at 23.9%, and 8.7% saying they were support staff. Other was also an option, with 14.5% of respondents choosing this response. Almost all fill-in answers to this question were placed into “support staff”. Refer to Appendix C for these fill-in responses.

### Teacher-Specific Questions

If respondents answered he/she was a teacher, then they were taken to a series of questions inquiring about the grade level(s) and subject(s) they teach. Refer to Table 2 for a complete breakdown of grade levels. This table showed the majority of respondents were high school teachers with 35.6% of respondents teaching both 11<sup>th</sup> and 12<sup>th</sup> grades. All of the high school grades (9-12) had a higher percentage of respondents than the lower grades. Respondents were able to choose whether they taught more than one grade level, explaining the total of 233.

*Table 2: Grade Levels Taught*

Answer Options	Response Frequency	Response Count
K-5	27.9%	65
6-8	21.5%	50
9-12	50.6%	118
Total		233
Answered Question		87

The 87 teachers were also asked the subject or subjects they taught and the three most common responses are listed below:

- Science: 43.7%
- Math: 37.9%
- English: 36.8%

There were 5 (5.7%) respondents saying they were art teachers. There was a large percentage (35.6%) saying they taught other subjects also. Refer to Appendix C for these responses. Many of the responses in the “other” section were related to music and special education.

#### Internet Access

All respondents were asked about Internet access at home and at school. When respondents were asked whether students and/or faculty had reliable, safe Internet access in their school(s), 97.1% responded they did.

The same question was also asked about having reliable, safe Internet access at home. Like the previous question, there was a high number of respondents (94.9%) saying they had reliable, safe Internet access at home.

### Location Questions

All respondents were asked for their zip code and the state where their school was located. Florida had the most responses with 22. The next state with the highest number of respondents was Pennsylvania with nine followed by Colorado that had eight. Refer to Appendix C for a complete breakdown of zip codes.

In addition to inquiring about state and zip code, respondents were also asked what best described their school district: rural, suburban, or urban. The majority of respondents said their school was best described as suburban (47.1%). Rural and urban were evenly split with 26.5% of respondents describing their school district as either one.

### **General Self-Publishing Questions**

Of 138 responses, 21 (15%) respondents said they have used online self-publishing services. Out of the 21 respondents who said they have used online self-publishing services before, 15 said they used a service to create a photo album/book while 11 said they used a service to create something work-related. Refer to Table 3 for a complete breakdown of all answer choices.

*Table 3: Question 2a: What Was The Item You Published (Photo Album, Narrative, Work Related)?*

Categories	Response Count
Article/story in larger publication	1
Genealogy	2
Personal narrative	4
Photo album	15
Work related	11
Other (please specify)	2
Total	35
Answered question	21

Out of the 21 respondents who used self-publishing services in the past, Shutterfly received eight responses, Snapfish received seven responses, Kodak Photo Books received six, followed by MyPublisher with two responses. Nine said they used a service not listed on the survey. Three of these responses were self-publishing options available from Apple, such as iPhoto and .Mac.

The next question asked respondents what popular online self-publishing sites they were most aware of. The average awareness of online self-publishing sites was 61%. Respondents were most aware of Snapfish and Shutterfly with 51.1% and 49.3%, respectively, saying they were aware of the companies. The third most known company was Lulu with 10.9% of respondents being aware of the company and Author House being the fourth 5.6%. Cengage Learning and University Readers were also included on this list due to their specialization in the educational field. It is worth noting that only 4.8% of respondents were aware of Cengage Learning and 4.1% were aware of University Readers.

### Self-Publishing Skills

The next set of questions in this section dealt with skill sets commonly associated with creating a manuscript. Out of the 137 respondents who answered the question, “What skills are helpful to have to produce a high quality self-published book online?”, 94.8% said editing was helpful, followed closely by word-processing software skills at 94.7%. Refer to Table 4 for results.

*Table 4: What Skills Are Helpful To Have To Produce A High Quality Self-Published Book Online?*

Answer Options	Helpful
Editing	94.8%
Word processing software	94.7%
General Internet	93.8%
Writing	91.7%
Critical Thinking	88.5%
Artistic Ability	75.4%
Graphic Design	75.2%
Programming	45.5%
Other	2.1%
Total:	137

Skill level was assessed using a 1-5 point scale with 1 being the lowest (Novice) and 5 being the highest (Professional). From this, a mean was calculated. Out of the skills presented in Table 5, the skill with the highest average rating was critical thinking with an average of 3.88. This was followed by writing, where 136 respondents answered the question and had an average rating of 3.85. Editing had the third highest average rating at 3.66.

Refer to Table 5 for skill level ratings. Respondents had higher skill levels in the areas of writing and general Internet use with the rating averages in critical thinking, writing, editing, general Internet use, and word processing software use all above 3.5. Artistic ability received a slightly below average rating of 2.75. Graphic design also had a below average rating of 2.36. Programming was the lowest ranked skill with an average rating of 2.01.

*Table 5: Rate Your Skill Level In The Following Categories.*

Answer Choices	Rating Average
Critical Thinking	3.88
Writing	3.85
Editing	3.66
Word processing software	3.63
General Internet	3.55
Artistic Ability	2.75
Graphic Design	2.36
Programming	2.01

After respondents were asked for their skill level in the presented categories in Table 5, they were asked to rate the difficulty level for learning the same skills. Refer to Table 6 for the response breakdown. Only one skill had a rating average below 3, which was programming at 2.97. Word processing software was rated the easiest to learn with an average rating of 3.94.

*Table 6: Rate How Easy It Would Be For You To Learn These Skills.*

Answer Choices	Rating Average
General Internet	3.95
Word processing software	3.94
Editing	3.79
Writing	3.73
Critical Thinking	3.71
Graphic Design	3.25
Artistic Ability	3.05
Programming	2.97

### **School-Specific Self-Publishing**

The second section of the survey was used to ask school-specific questions about self-publishing. Inquiries included what a respondent's school currently published; whether they would like their school district to publish more things; whether it was within the schools means, and whether they would adopt anything else.

Questions were also asked about school assignments requiring students to create a manuscript of some kind. If a respondent did have an assignment like this, then they were also asked the binding and cover options available to them. The students' perceived satisfaction level with the finished manuscript was also asked.

This section also asked whether the respondent's school district currently recommended a specific publishing vendor of any kind. If the school did offer a specific vendor, then they were asked who it was, the name of the company, and its purpose. The

last question in this section asked what the respondent would specifically use self-publishing for within the classroom.

### School Publishing

The most commonly published item reported by respondents were yearbooks, with 77.5% of respondents saying their school created yearbooks. Newsletters were the next most commonly published item with 71%, followed by school newspapers with 42.8%. Eight respondents reported their school did not publish anything.

The eight respondents who said they did not publish anything were directed to a question asking them whether they would like their school to adopt any of the previously mentioned programs. Five of the eight respondents answered the question, with three stating they would like their school to adopt a newsletter; one respondent said they would like their school to adopt a yearbook; and another respondent stated they would like to adopt a school newspaper. These same eight respondents were also asked whether it was within their school district's budget to adopt any publishing option mentioned in the previous question. All eight respondents answered it was not within their school district's budget to adopt any of these programs.

### Student Publishing Assignment(s)

All respondents were asked whether their school currently had some form of assignment requiring students to produce their own manuscript, photo book, etc., that the school then published into a book. Out of the 138 who responded to the question, 43.5% said they did have an assignment like this for their students. The 43.5% of respondents

who said ‘yes’ were then asked the type of binding and cover options offered to the students. Out of these 60 respondents who were shown the question, 58 responded to it.

The most common response to the cover and binding question was a soft cover with a staple binding with 79.6% of the responses. A laminated cover with staple binding was the second most common response with 57.1% of the responses. There were a total of 103 responses saying their school offered a soft cover and a total of 70 saying they used staples for binding. Refer to Table 7 for a complete breakdown of responses.

*Table 7: What are the Cover and Binding Options Available to Your Students?*

Answer Options	Percent of Respondents with Cover/Binding Options		
	Soft Cover	Laminated Cover	Hard Cover
Metal/plastic spiral	67.6%	70.3%	8.1%
Plastic comb	72.7%	78.8%	3%
Staple	76.9%	57.1%	6.1%
Saddle stitch	55%	45%	25%
Perfect	44.4%	33.3%	33.3%
Total	103	92	15

These same 60 respondents were also asked the student’s satisfaction level with the finished book, with 59 responses. 66.1% reported that students were “satisfied” with the finished book, and 16.9% said students were “very satisfied.” Only 5.1% of respondents said students were very dissatisfied with the finished book while 11.9% said students were neither satisfied nor dissatisfied with the finished book.

### School Self-Publishing Vendors

The next two questions asked respondents about their school's partnerships with publishing vendors. The first question was worded as follows: "Does your school currently recommend a particular self-publishing vendor (online OR traditional publishing)". The responses of the 138 respondents who answered the question are in the following list:

- 3.6% answered "Yes"
- 51.4% answered "No"
- 45% answered "Don't know"

The five who responded that their school did have a publishing vendor recommended by their school were then asked the name of the vendor and how the vendor was used. Only three of the five answered the question. One respondent used two local print shops for binding and printing of manuscripts and portfolios. Another respondent used Apple to print student books. The third respondent did not provide a purpose and listed the company used as "Printer at district level".

### Ideal Self-Publishing Use within the Classroom

All respondents were asked what purpose they would ideally use self-publishing within their classroom and/or school. This question was purposefully open-ended so as not to influence any responses by having respondents select from a list. Out of the 137 who responded, 57.7% would use self-publishing within the classroom.

Refer to Appendix C for all 79 fill-in responses. Over half of the respondents (54%) mentioned their ideal use for self-publishing within the classroom/school was to publish some kind of student work; this ranged from children's books to science reports. The second most common response with 24% was to use self-publishing to aide the students in some way with customized textbooks, workbooks, study guides, special education student aides, local history, and other supplemental material.

### **Educator Self-Publishing Book Collaboration**

The third section of the survey was used to see how interested respondents were about creating something for the students benefit and what, if any, possibilities existed for collaboration among teachers/staff to produce customized material for the students benefit.

#### Material for the Student's Benefit

The first question in this section asked whether they have produced material for the student's benefit in the past. While only 15% of respondents said they personally used a self-publishing service in the past, 54% said they produced material such as a book, reader, or supplemental material for the student's benefit in the past. Of the 63 respondents who answered "No" to this question, they were then taken to another question asking whether they would be interested in producing material such as a book, reader, or other supplemental material for the students benefit. Out of these 63 responses, respondents were nearly split with 32 answering that they would and 31 answering that they would not.

### Benefits of Producing Material for the Students

Respondents were asked to identify benefits of producing material for students. Table 8 shows 89.6% of respondents thought a benefit was to provide the students with a more targeted and customized learning experience. Opening the students to more opportunities was the second most popular response with 77% thinking this was a benefit. Attempting to save money by prolonging the life of textbooks was low with 27.4% thinking it was beneficial.

*Table 8: What Do You Think are the Benefits of Producing Material for The Students? Check All That Apply.*

Answer Options	Response Frequency
Provide the students a more targeted, customized learning experience.	89.6%
Open the students to more opportunities	77.0%
Get the faculty/staff more involved in the process.	40.7%
Attempt to save money by prolonging the life of current textbooks by creating supplementary material.	27.4%
Other (please specify)	9.6%
Answered question	135

### Likelihood of Collaboration Among Educators

All respondents were asked how likely it would be for local educators to collaborate with each other to produce a customized, local, supplement to a textbook such as a local history book. Refer to Table 9 for responses. This table showed that the majority of respondents (41%) said it would be somewhat likely for them to produce supplemental material. A large amount of respondents (32.1%) also said it was not likely for them to collaborate with other local educators to produce supplemental material.

*Table 9: How Likely Would it be to Collaborate with Other Local Educators to Produce a Customized (Local) Supplement to a Textbook (i.e., Local History With U.S. History)?*

Answer Options	Response Frequency	Response Count
Not likely (1)	32.1%	44
Somewhat unlikely (2)	10.9%	15
Neither likely or unlikely (3)	11.7%	16
Somewhat likely (4)	40.9%	56
Very likely (5)	4.4%	6
Average		2.74
Answered question		137

## Cross Tabulation Results

Cross tabulations were performed and the results are below. All cross tabulations where a respondent was able to have multiple responses had significance tests performed by individual category rather than the whole sample. Results that were not statistically significant were noted, but not discussed.

### Are K-12 Educators Aware of Online Self-Publishing Services?

The first research question asked whether K-12 educators were aware of the existence of online self-publishing services. The original survey question had respondents select from a list of popular online self-publishing companies (Lulu, Snapfish, etc) with an option to enter any other companies not listed. For this analysis individual companies are removed and respondents are either counted as being aware (reported knowing at least one of the companies), or not aware of online self-publishing services.

For this cross tabulation, the following were compared with online self-publishing awareness:

- Grade level
- Age
- School location
- Subject taught

*Grade Level:* Grade level was compared with awareness with the results shown in Table 10 (Teachers who were listed as teaching more than one grade were only counted once.). Recall that the overall awareness of online self-publishing was 61%, with Table 10 showing awareness among teachers. A chi-square test was conducted and revealed that the differences were not significant (chi-square (df=2) = 0.154, p = 0.925).

*Table 10: Online Self-Publishing Awareness By Grade Level*

Grade level	Percent Aware
K-5	72.4%
6-8	81.8%
9-12	70.0%
Total	74.1%

*Age:* Age is broken down into three age groups in Table 11 (18-40, 41-50, 51+) in order to run a more accurate chi-square significance test. The chi-square significance test revealed the relationship was not significant (chi-square (df = 2) = 0.205, p = 0.902).

*Table 11: Age Group Compared with Online Self-Publishing Awareness*

Age Group	Percent Aware
18-40	68.8%
41-50	64.4%
51 +	59%
Total	63%

*School Location:* Table 12 presents awareness by location of school. A chi-square test was conducted and it revealed that the differences were not significant (chi-square (df=2) = 0.058,  $p = 0.971$ ). Out of the 118 respondents who answered the question, 72.9% reported they were aware of online self-publishing services. The highest awareness was for teachers who were in a suburban location with 74.1% reporting awareness of online self-publishing and urban being the lowest with 71.4%.

*Table 12: School Location Compared with Online Self-Publishing Awareness*

School Location	Percent Aware
Rural	71.9%
Suburban	74.1%
Urban	71.4%
Total	72.9%

*Subject Taught:* The subject teachers taught was compared to online self-publishing awareness to determine whether subject played a role in awareness. Due to respondents teaching multiple subjects, a single chi-square significance test would produce an inaccurate result. To correct this, a chi-square significance test was performed for each subject individually. The yes/no result for each significance test by subject taught was not significant. Table 13 shows the breakdown of subject and awareness.

*Table 13: Subject Taught Compared with Online Self-Publishing Awareness*

Subject Taught	Percent Aware
Physical Education, Religion, Other	72%
Art, English, Language	69%
Math	67%
Science	55%
Social Studies	54%
Total	64%

Have K-12 Teachers Used Online Self-Publishing Service/Websites for Personal Publishing Cross Tabulations?

The second research question was to determine whether there was a relationship between previous online self-publishing and the type of teacher. To help answer the question, the following were compared to online self-publishing experience:

- Grade level
- Location
- Subject taught

*Grade level:* Table 14 shows the breakdown of online self-publishing experience compared with grade level. A chi-square significance test was performed and the results were found to not be significant (chi-square (df = 4) = 0.12, p = 0.94).

*Table 14: Online Self-Publishing Experience Compared with Teacher Grade Levels*

Grade levels	Percent that have used
K-5	15.6%
6-8	21.4%
9-12	17.6%

*Location:* Location was also analyzed for this response. Table 15 shows the breakdown of the responses. A chi-square significance test was conducted revealing the differences were not significant (chi-square (df=2) = 2.00, p = 0.37).

*Table 15: Online Self-Publishing Experience Compared with Area School Location*

Area Respondents School Location	Percent Used
Rural	16.7%
Suburban	15.6%
Urban	13.9%

*Subjects taught:* The third criterion examined were the subjects teachers taught. There were a total of 189 in this cross tabulation since some respondents reported teaching more than one subject. Since there were multiple responses, a chi-square significance test for the whole table was not possible. As a result, each subject had a chi-square significance test performed. The only subject statistically significant was “other” (chi-square (df = 1) = 5.914, p = 0.015). The breakdown of all subjects is presented in Table 16.

*Table 16: Online self-publishing experience compared with subject(s) taught*

Subject(s) taught	Percent who have used
Other	29%
Science	13.2%
Math	12.1%
Language	9.1%
English	6.3%
Social studies	3.6%

### Are There Differences in the Type of School That Currently Have Assignments Where Students Publish Their Own Work?

The third research question asks whether the respondent's school had an assignment where students produce their own work that was then turned into a book. The three categories that were cross tabulated were:

- Grade Level
- School Location
- Subject Taught

*Grade Level:* Grade level was compared to whether a school had a publishing assignment. Table 17 had a chi-square significance test completed and it was not significant (chi-square (df = 2) = 3.59, p = 0.17).

*Table 17: Grade Level Compared with Book Assignment*

Grade Level	Percent with an Assignment
K-5	50%
6-8	32.1%
9-12	55.9%

*School Location:* School location compared with assignment was also examined to determine whether there was a connection between rural, suburban, and urban with a book assignment. A chi-square test was conducted and it revealed the differences were significant (chi-square (df = 2) = 14.78, p = 0.001).

Urban schools had by far the lowest percentage of schools reporting to have a book assignment with 7 out of 36 reporting to have an assignment amounting to 19.4%.

Rural and suburban were much higher at 58.3% and 48.4% respectively. The complete breakdown is shown in Table 18.

*Table 18: School Location Compared with Book Assignment*

School Location	Percent with an Assignment
Rural	58.3%
Suburban	48.4%
Urban	19.4%

*Subject Taught:\** Subject taught was also compared with whether the school had a book assignment for the students. Table 19 shows that out of the 195 reporting to be a teacher of at least one subject, 41.5% said their school has an assignment.

Due to respondents teaching multiple subjects, a single chi-square significance test for the whole table could not be completed. All individual subjects had a chi-square significance test performed and none were statistically significant. Table 19 shows the breakdown for each subject area.

Table 19: Subject Taught Compared with Book Assignment

Subject Taught	Percent with an Assignment
Art, religion, physical education	27%
English	34.4%
Language	40.9%
Math	45.5%
Science	44.7%
Social studies	42.9%
Other	45.2%

*\*Note: This question was originally asked as, “Does your school currently have an assignment or activity where students produce their own manuscript, photo book, etc. that the school then turns into a book (i.e. Young authors)? Therefore Table 19 may not be completely accurate.*

#### Are There Differences in School Publishing by School or Teacher Type?

This research question addresses what is being created within schools; magazines, newsletters, yearbooks, newspapers, or whether they create nothing at all. The question compared the following:

- Grade Level
- School Location

Respondents who reported that their school does not publish anything were also examined to determine what they would publish if their school were to adopt something.

*Grade Level:* Due to respondents being able to select more than one publication type, a single chi-square test for all publications was not possible. A chi-square significance test was performed on each individual publication type (yearbook, newsletter, etc.) For newspapers and magazines, differences were significant. The chi-square and p-value results of the significant findings are listed below:

- Newspaper: (chi-square (df = 2) = 18.456, p = 0.0001)

- Magazine: (chi-square (df = 2) = 14.162, p = 0.0008)

Table 20 shows the breakdown of all categories.

*Table 20: Grade Level Compared with Publishing Options*

School Publication	K-5 Percent Currently Have	6-8 Percent Currently Have	9-12 Percent Currently Have	p-Value
Yearbook	78.1%	82.1%	79.4%	Not significant
Newsletter	68.7%	71.4%	70.5%	Not significant
Newspaper	15.6%	21.4%	61.7%	0.0001
Magazine	0%	10.7%	32.3%	0.0008
Nothing offered	12.5%	7.1%	2.9%	
Other	6.2%	3.5%	2.9%	
Total	32	28	34	

*School Location:* The main objective of this research question was to determine whether school location was related to publishing activities. An individual chi-square significance test was conducted for each publishing option (yearbook, newspaper, etc.) and the result for each test was not significant. The break down percentages for each publishing option is shown in Table 21.

*Table 21: School Location Compared with Publishing Options Available*

Publishing Option	Rural Percent Currently Have	Suburban Percent Currently Have	Urban Percent Currently Have
Yearbook	19.4%	18.8%	33.3%
Newsletter	36.1%	20.3%	38.9%
Newspaper	38.9%	46.9%	36.1%
Magazine	8.3%	15.6%	25.0%
None	5.6%	3.1%	11.1%
Other	2.8%	3.1%	2.8%
Total responses	36	64	36

*Respondents who do not have a Publishing Option Available:* All eight respondents reporting that their schools offer no publishing options said that it is not within their schools budget to adopt anything. Out of these eight, three would like their school to create a newsletter, one would like to create a yearbook, and one responded that they'd like to have their school make a newspaper. The other three respondents did not answer the question.

Are Educators Likely to Collaborate with Other Educators to Produce a Textbook Supplement?

Collaboration with other educators to produce material for the students benefit was explored. If it is possible for educators to collaborate among their peers to produce, for example, a local history textbook to supplement the standard one, the students could get more interested in history in general if they are provided with a localized experience. Also, collaboration could be used as a cost saving tool by reducing the need to purchase updated materials as often.

The cross tabulations in this section assume there are no legal or local/state school board approval issues to overcome. It focuses on how likely it would be for educators to work together to produce material for the students benefit. This was accomplished by comparing the following survey questions to “How likely would it be to collaborate with other local educators to produce a customized (local) supplement to a textbook?”

- Would educators be interested in producing material such as a book, reader, supplemental material for the students benefit?
- School Location

- Subject Taught
- Grade Level

*Interest in Producing Material for the Student's Benefit:* There were a total of 62 respondents in the cross tabulation asking if they would be interested in producing material for the students benefit and how likely would it be for them to collaborate with other educators to produce material for the students. The result of the means test of significance was not significant (0.427).

*School Location:* When school location was compared to interest in producing material for the students benefit there were a total of 135 responses. The result of the means test of significance was not significant (0.566).

*Subject Taught:* When subject taught was compared with collaboration likelihood the averages ranged from 2.6 to 3.2 as shown in Table 22. A means test was conducted and the results for each subject were not significant.

*Table 22: Subject Taught Compared with Collaboration Likelihood*

Subject Taught	Mean Yes	Mean No	Significance	Total
English	2.6	2.8	0.580	32
Language	3.2	2.6	0.107	22
Math	2.8	2.7	0.728	33
Science	2.8	2.7	0.612	38
Social studies	2.8	2.7	0.632	28
Other	2.6	2.8	0.652	31

*Grade Level:* Grade level was the final comparison made with collaboration likelihood. Like all other cross tabulations pertaining to educator collaboration likelihood, Table 23 shows there were high numbers of teachers reporting collaboration

was both very unlikely and somewhat likely. When a means test was performed, the result of each grade level was not significant as shown in Table 23.

*Table 23: Grade Level Compared with Collaboration Likelihood*

Grade Level	Mean Yes	Mean No	Significance	Total
K-5	2.8	2.7	0.646	32
6-8	2.8	2.7	0.981	28
9-12	2.5	2.8	0.238	34

## **Chapter 6**

### **Discussion**

#### **Summary of Findings**

The main findings from the research are listed below:

##### **Personal Use:**

- 15% of respondents have had personal online self-publishing experience.
- 61% were aware of popular online self-publishing websites.
- Editing was viewed as the most helpful skill to have when producing a high quality, self-published book online.

##### **School Use:**

- Yearbooks were the most commonly published item in schools.
- 44% of respondents reported their school had a student publishing assignment.

##### **Teacher use in the classroom:**

- 58% of respondents would be interested in using self-publishing in the classroom.
- 54% of respondents have produced material for the students benefit.
- 90% believed the benefits of producing material for the students was to provide them with a more targeted, customized learning experience.

## **Are Educators a New Market for Online Self-Publishing?**

The data revealed that slightly over half (54%) of K-12 educators have done some sort of self-publishing in the past with an additional 25% interested in self-publishing. Combining these figures, over 75% of the respondents have an interest in self-publishing. The data showed educators currently have the ability to take advantage of online self-publishing, so how do we maximize their likelihood of using online self-publishing?. They have published material before, but results obtainable from a school are not as sophisticated as the results achievable through a professional online self-publishing company. With just over half of respondents having used self-publishing in the past, it is not surprising that urban, suburban, and rural schools all have some form of publishing option available to their students.

Urban schools were found to have the highest number of publishing options available (yearbook, newspapers, newsletters, etc.). While they had the highest number of publishing options available, they had the lowest percentage of book assignments for their students at 19.4%. Suburban schools were second with 48.4%. Rural schools had the highest percentage with 58%. Suburban, and especially urban schools should set a goal to match or exceed the bar set by rural schools.

The most popular answer choice for the question regarding an educators ideal use for online self-publishing within the classroom was to publish student works (54%), followed by 24% wanting to create some form of learning aide for students (study guides, custom textbooks, special education material, etc.). Educators believed the main benefit for online self-publishing in the classroom was to provide the students a more targeted

and customized learning experience. The second most popular choice was to open the students up to more learning opportunities.

### **Can Districts Save Money by Using Online Self-Publishing?**

One benefit for using online self-publishing was that it can be used to reduce textbook costs. Educators surveyed believed the main benefit for online self-publishing in the classroom was to provide the students a more targeted and customized learning experience. The second most popular choice was to open the students up to more learning opportunities. Only 27% felt that a benefit for online self-publishing was to save the district money. Getting educators to understand how it can benefit them is one of the main hurdles to overcome.

This shows respondents do not understand how online self-publishing could save costs in their textbook orders. If schools and their faculty better understood the potential cost savings, then there would be greater interest in pursuing some form of online self-publishing.

Chapter 2 breaks down the cost of social studies books for an average suburban school. The cost for these books for grades K-5 came to \$100,655. These books are re-ordered every 5-7 years and if just a quarter of the faculty used online self-publishing to supplement their textbooks and pushed the order cycle back to even 6-8 years it would result in a savings for the school. Assuming a 25% savings, it would amount to over \$1,100 for a quarter of the faculty using online self-publishing.

## Unexpected Results

English, on the surface, seems almost tailor made for online self-publishing. English teachers should be interested in writing and it would make sense to think they would want their students to get interested as well. The survey was about online self-publishing, English teachers were thought to be the most knowledgeable, skilled, and excited about this topic. That was not the case.

None of the cross tabulations comparing subject taught to something else were significant, however, it is worth noting that for nearly every question and cross tabulation comparing subject taught, English was always in the bottom half of the list. There were a total of 32 respondents stating to teach English, which was comparable to the other subjects respondents reported to teaching. English teachers were second last in previous online self-publishing use with 6.3% having previously created something before, social studies was ranked last. Along with the subject 'other' English teachers were ranked last as least likely to collaborate with other educators to produce a book for the students benefit. The most surprising result was that English teachers were below average in having a book assignment for their students, the average was 41.5% while English teachers had an average of 34.4%.

A few possible reasons for the low English subject rankings are time and lack of technical and artistic ability. English teachers may simply not have the time to research this and/or their students may not have the time to produce a book. Technical ability may also be a barrier, however the data shows that respondents do not view programming or artistic ability as important skills to have to produce a book online.

Another point of interest is that out of the 15.2% who have previous online self-publishing experience, the most popular use was to create a photo book and the most popular known online self-publishing websites were photo book related (Snapfish, Shutterfly). In contrast, few respondents have heard of websites like Author House (5.6%) and Lulu (10.9%); neither specializing in photo books. With the exception of the website MyPublisher, no respondents have used a non-photo book related self-publishing website.

*Other subjects of interest:* Unlike English, it was interesting to see that Science and Math were in the top half of almost every cross tabulation. This was unexpected since these subjects are more straight forward than English, with students typically going through chapters in Science and working out problems in Math. The above average results could simply mean teachers of these subjects were just more aware of technology in general; that is, if they are aware of something, then they would be more apt to use and apply it.

### **Implications for Printers and Publishers**

What this research means for digital printers is a possibility of increased business. One way is to partner with one of the companies offering online self-publishing. An example of this is Lulu's partnership with Rochester-based, ColorCentric. For a savvy digital printer, it could also open up a whole new segment for them by catering to educators specific needs. Ideally, a digital printer would work out a partnership with a

local school district to produce whatever material the school requires, be it student works, supplements, newsletters, etc.

With respondents not being very familiar with the educational-specific publishing companies, such as Cengage Learning and University Readers, there could be room for another company to take advantage of this untapped market. While University Readers is not currently set up for this kind of K-12 publishing, it would not be difficult for them to offer such services since they are already offered with higher education. Cengage learning does offer some material to K-12 educators, but it could be expanded upon.

This kind of publishing will probably never impact traditional textbook publishers in a noticeable way, however if these publishers could offer customized supplemental material, or better yet implement digitally printed/short run customized chapters into existing offset textbooks, they could take advantage of self-publishing as well.

## **Future**

The future of textbooks is digital, or at least a combination of digital and traditional printed books. As of 2007, seventeen states have adopted a policy where textbooks must include digital resources (EdWeek.org, n.d.).

One future scenario for textbooks will be a paper-bound book with content best suited for the printed page, such as narratives, explanations, or plays (Malnig, 2007). The majority of material will be distributed digitally with the textbook used as a supplemental material. This will provide a great opportunity for an online self-publishing service since the books themselves will most likely be smaller and not as heavily used. This will also

reduce costs by essentially eliminating traditional hard cover full textbooks and only using digitally printed/short run soft cover supplemental books for the students.

A completely new model may one day be adopted also. In the future, schools may require students to purchase their own textbooks, like college students do today (Malnig, 2007). If some of the required materials are created through an online self-publishing service, then the cost is significantly lower, thereby saving students (and parents) money.

## **Conclusion**

The role of textbooks will change slowly over time. While they may one day not be the most important tools for students, they will still have a use for years to come. Textbooks produced with online self-publishing services will probably never replace traditional textbooks. These services, however, will help in easing the financial burden placed on school districts.

The skills required for K-12 educators to take advantage of online self-publishing services are by no means prohibitive. Making students aware of online self-publishing opportunities can also help foster their writing abilities, creativity, and personal development. Any effort to save money without jeopardizing a student's education is a welcome addition to the curriculum.

## **Recommendations for Further Research**

As shown above, in many comparisons the English subject is ranked last or close to the bottom in all cross tabulation comparisons. A more in-depth study into specific subjects and online self-publishing could be done to determine whether there a specific reason as to why one subject is more open to online self-publishing (or publishing in general) than another one. English is almost tailor made for online self-publishing and it was very surprising to see it fall behind other subjects. Why are English teachers the lowest rated in book assignments, and why are science and math the highest?

A study into publishers and printers about this topic could also be researched. Are they able to handle this kind of content? Do they see a benefit for their business by producing/managing this kind of work?

Another area for further research is to research the federal and state education board requirements and approval boards for school textbooks and if there are any issues to using online self-publishing to supplement textbooks.

## Bibliography

*Buckeye Local Schools*. (n.d.). Retrieved March 19, 2009, from

<http://www.buckeye.k12.oh.us/>

*Cengage Learning*. (2008). Retrieved October 5, 2008, from <http://www.cengage.com/>

Coulter, P. (2008, September 18). Textbook costs add up for local districts. In

*Pantagraph.com*. Retrieved October 3, 2008, from

<http://www.pantagraph.com/articles/2008/09/18/news/doc48d2c73e6c10b939725130.txt>

Crawford, W. (2008, May/June). Publishing it yourself: Experiences with PoD. *Online*,

32(3), 58-60. Retrieved October 10, 2008, from ProQuest database. (1480171681)

*Edweek.org*. (n.d.). Retrieved October 12, 2008, from <http://www.edcounts.org>

Exemption categories. (n.d.). *RIT Human subjects research*. Retrieved March 25, 2009,

from <http://www.rit.edu/research/hsro/>

Gridley grade school K-4 young authors' program 2008. (2008). *El Paso - Gridley*.

Retrieved October 26, 2008, from <http://www.unit11.org/index2.php>

Johnson, D. (2006). skills for the knowledge worker. *Teacher Librarian*, 34(1), 8-13.

Retrieved from ProQuest database. (1135117921)

- Malnig, A. (2007, August 16). Go to the head of the class: Digital developments for students (of all ages). *Seybold report*, 7(16), 8-11. Retrieved October 4, 2008, from Business Source Elite database. (26383955)
- Mickey, K. (2007, September 25). Publishing for the K-12 market 2007-2008. In *Simba information*. Retrieved October 22, 2008, from <http://www.simbainformation.com/pub/1513017.html>
- Montgomerie, C., & Irvine, V. (2001). Computer skill requirements for new and existing teachers: Implications for policy and practice. *Journal of teaching & learning*, 1(1), 43-56.
- Trotter, A. (2007, September). Thought textbooks would all be gone by now? Well, think again. *Education Week*, 27, 1, 13. Retrieved October 4, 2008, from ERIC database. (EJ775811)
- The U.S. print on demand market: Production color driving growth . (2006). *InfoTrends Inc.* Retrieved October 26, 2008, from <http://www.infotrends.com>

## References

- Can I use another person's work? (2002-2008). *Lulu*. Retrieved October 5, 2008, from <http://www.lulu.com>
- Levine, M. (2003-2005). *The fine print*. Click Industries.
- Josefowicz, M. (2006, January 16). iPods and Textbooks Part 1. In *What they think*. Retrieved May 11, 2009, from <http://www.whattheythink.com>
- Reid, C. (2004, March). Digital bookmobile prints books for the poor. *Publishers Weekly*, 251(12), 14. Retrieved October 4, 2008
- University Readers*. (2008). Retrieved October 5, 2008, from <http://universityreaders.com/>
- U.S. Copyright Office. (2008, September 3). Retrieved October 5, 2008, from <http://www.copyright.gov/>

**Appendix A**  
**Email Invitation**

To: [Email]

From: vince.gargiulo@gmail.com

Subject: MS thesis survey: K-12 self-publishing in the classroom

Body: Hello,

My name is Vincent Gargiulo and I am a student at the Rochester Institute of Technology (RIT) working on my master's thesis and I would like to request your help to assist me in its completion by taking 10-15 minutes of your time. Please click the link below to complete a survey about online self-publishing for the classroom.

Thank you for your time:

Vincent Gargiulo

You have received this survey invitation because you have agreed to have your e-mail address included in an opt-in list. If you decide not to participate in the survey please disregard this e-mail.

Survey of educator's awareness and need for online self-publishing services for the classroom:

<http://www.surveymonkey.com/s.aspx>

If you do not want to receive any further emails regarding this survey click the link below:

<http://www.surveymonkey.com/optout.aspx>

**Appendix B**  
**Survey Questions**

## Consent form

Please read the following information and answer the informed consent question at the bottom of the page:

We will ask you to answer questions regarding your awareness about online self-publishing and its use within the classroom. During the survey you will have the option to edit the information you provide. Navigation through the survey is done by clicking on the "Previous" and "Next" buttons at the bottom of the page.

Information obtained in this survey is strictly for research purposes, and will not be given out to any other parties. No personally identifiable information, other than your IP address and e-mail address, is collected. All data is stored on secure servers by Sungard Availability Services ([www.sungard.com](http://www.sungard.com)).

Access to the data is restricted to the primary researcher. Aggregate data from the survey will be included in the completed thesis. Your IP address and e-mail address(es) will not be provided to any other party and will not be released in the results.

Participation in the survey is completely voluntary and there are no foreseeable risks or discomfort as a result of taking the survey. You may exit the survey at any time by clicking the "Exit" button located in the top right corner of the screen. There will be no penalty by exiting the survey prematurely, with the exception of receiving a link to the thesis when it is completed.

If you have any questions or concerns about the survey, you may contact Vincent Gargiulo, principal investigator of the survey, at [vxg2684@rit.edu](mailto:vxg2684@rit.edu). If you have any questions about your rights as a research subject, please contact the RIT Human Subject Research Office at (585) 475-7673.

Thank you for your time.

\* 1. I have read the information above and attest that I am willing and able to take the survey:

☐ Yes (Continue with survey)

☐ No (Exits the survey)

## Section 1

### General online self-publishing questions

The following questions in this section are intended to gather your general knowledge and awareness of online self-publishing. The questions in this section are not specific to education/educators.

Please respond as a consumer.

\* 2. Have you ever used online self-publishing services?

☐ Yes

☐ No

# Assessment of educator's awareness and need for online self-

## Section 1a

The following questions in this section are intended to gather your general knowledge and awareness of online self-publishing. The questions in this section are not specific to education/educators.

Please respond as a consumer.

\* 3. What was the item you published (photo album, narrative, work related)?

☐ Article/story in larger publication

☐ Genealogy

☐ Personal narrative

☐ Photo album

☐ Wedding album

☐ Work related

☐ Other (please specify)

\* 4. What company was used to publish your work(s)?

☐ Amazon (Kindle)

☐ MyPublisher

☐ Author House

☐ Picaboo

☐ Cengage Learning

☐ Shutterfly

☐ iUniverse

☐ Snapfish

☐ Kodak photo books

☐ University Readers

☐ Lulu

☐ Xlibris

☐ Other (please specify)

## Section 1b

The following questions in this section are intended to gather your general knowledge and awareness of online self-publishing. The questions in this section are not specific to education/educators.

Please respond as a consumer.

\* 5. Are you aware of the following online self-publishing websites?

	Yes	No
Author House	<input type="radio"/>	<input type="radio"/>
Cengage Learning	<input type="radio"/>	<input type="radio"/>
Lulu	<input type="radio"/>	<input type="radio"/>
Shutterfly	<input type="radio"/>	<input type="radio"/>
Snapfish	<input type="radio"/>	<input type="radio"/>
University Readers	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>	

\* 6. What skills are helpful to have in order to produce a high quality self-published book online?

	Helpful	Not Necessary
Artistic Ability	<input type="radio"/>	<input type="radio"/>
Critical Thinking	<input type="radio"/>	<input type="radio"/>
Editing	<input type="radio"/>	<input type="radio"/>
General Internet	<input type="radio"/>	<input type="radio"/>
Graphic Design	<input type="radio"/>	<input type="radio"/>
Programming	<input type="radio"/>	<input type="radio"/>
Word processing software	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>	

\* 7. Rate your skill level in the following categories.

	Novice	Slightly below average	Average	Above average	Professional
Artistic Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Editing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graphic Design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Word processing software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Assessment of educator's awareness and need for online self-

\* 8. Rate how easy it would be for you to LEARN these skills.

	Not possible	Difficult to learn	Average	Easy to learn	Very easy to learn	N/A - already mastered this skill
Artistic Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Editing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graphic Design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Word processing software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Section 2

This section asks you about the use of self-publishing for your work, either for student use or for your teaching.

Online self-publishing could be used in the classroom for two different reasons:

1. Student use:

Students could use an online self-publishing service to produce a book for their personal use, for an assignment, etc.

2. Educator use:

Educators can use online self-publishing to produce supplemental material for the students. Educators could also use online self-publishing to create custom workbooks and textbooks catered to the students specific needs (large type, extended explanations, more/less information, etc.).

The questions in this section are used to gather information about publishing use and awareness in the school/classroom.

\* 9. Does your school publish any of the following (check all that apply)?

- ☐ Magazine
- ☐ Newsletter
- ☐ Newspaper
- ☐ None are offered
- ☐ Yearbook
- ☐ Other (please specify)

# Assessment of educator's awareness and need for online self-

## Section 2a: School specific self-publishing

Online self-publishing could be used in the classroom for two different reasons:

### 1. Student use:

Students could use an online self-publishing service to produce a book for their personal use, for an assignment, etc.

### 2. Educator use:

Educators can use online self-publishing to produce supplemental material for the students. Educators could also use online self-publishing to create custom workbooks and textbooks catered to the students specific needs (large type, extended explanations, more/less information, etc.).

The questions in this section are used to gather information about publishing use and awareness in the school/classroom.

\* 10. Would you like your school to adopt any of the programs listed below?

Check all that apply.

- ☐ Magazine
- ☐ Newsletter
- ☐ Newspaper
- ☐ Yearbook
- ☐ Other (please specify)

\* 11. Do you think it is within your schools budget to adopt any of the publishing options mentioned in question 10?

- ☐ Yes
- ☐ No

## Section 2b: School specific self-publishing

Online self-publishing could be used in the classroom for two different reasons:

### 1. Student use:

Students could use an online self-publishing service to produce a book for their personal use, for an assignment, etc.

### 2. Educator use:

Educators can use online self-publishing to produce supplemental material for the students. Educators could also use online self-publishing to create custom workbooks and textbooks catered to the students specific needs (large type, extended explanations, more/less information, etc.).

The questions in this section are used to gather information about publishing use and awareness in the school/classroom.

- \* 12. Does your school currently have an assignment or activity where students produce their own manuscript, photo book, etc. that the school then turns into a book (i.e. Young authors)?

☐ Yes

☐ No

## Section 2c: School specific self-publishing

Online self-publishing could be used in the classroom for two different reasons:

### 1. Student use:

Students could use an online self-publishing service to produce a book for their personal use, for an assignment, etc.

### 2. Educator use:

Educators can use online self-publishing to produce supplemental material for the students. Educators could also use online self-publishing to create custom workbooks and textbooks catered to the students specific needs (large type, extended explanations, more/less information, etc.).

The questions in this section are used to gather information about publishing use and awareness in the school/classroom.

### \* 13. What binding and cover options are available to the students?

Check all that apply.

	Soft cover	Laminated cover	Hard cover
Metal/plastic spiral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perfect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plastic comb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saddle stitch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="text"/>		

### \* 14. What is the student's satisfaction level with the finished book?

- ☐ Very dissatisfied
- ☐ Dissatisfied
- ☐ Neither satisfied or dissatisfied
- ☐ Satisfied
- ☐ Very satisfied

## Section 2d: School specific self-publishing

Online self-publishing could be used in the classroom for two different reasons:

### 1. Student use:

Students could use an online self-publishing service to produce a book for their personal use, for an assignment, etc.

### 2. Educator use:

Educators can use online self-publishing to produce supplemental material for the students. Educators could also use online self-publishing to create custom workbooks and textbooks catered to the students specific needs (large type, extended explanations, more/less information, etc.).

The questions in this section are used to gather information about publishing use and awareness in the school/classroom.

\* 15. Does your school currently recommend a particular self-publishing vendor (online OR traditional publishing)?

☐ Yes

☐ No

☐ Don't know

# Assessment of educator's awareness and need for online self-

## Section 2e: School specific self-publishing

Online self-publishing could be used in the classroom for two different reasons:

### 1. Student use:

Students could use an online self-publishing service to produce a book for their personal use, for an assignment, etc.

### 2. Educator use:

Educators can use online self-publishing to produce supplemental material for the students. Educators could also use online self-publishing to create custom workbooks and textbooks catered to the students specific needs (large type, extended explanations, more/less information, etc.).

The questions in this section are used to gather information about publishing use and awareness in the school/classroom.

16. What was/is the company used and what was/is it used for (i.e. student books, guidebooks, etc.)?

Company used

Purpose

## Section 2f: School specific self-publishing

Online self-publishing could be used in the classroom for two different reasons:

### 1. Student use:

Students could use an online self-publishing service to produce a book for their personal use, for an assignment, etc.

### 2. Educator use:

Educators can use online self-publishing to produce supplemental material for the students. Educators could also use online self-publishing to create custom workbooks and textbooks catered to the students specific needs (large type, extended explanations, more/less information, etc.).

The questions in this section are used to gather information about publishing use and awareness in the school/classroom.

\* 17. Ideally, what would you use self-publishing for within the classroom/school?

☐ Would not use

☐ Provide an example below if you would use self-publishing in the classroom.

## Assessment of educator's awareness and need for online self-

### Section 3: Educator self-publishing book collaboration

The following questions query your willingness and opinions on collaborating to produce a book for students in your district.

\* 18. Have you ever produced material such as a book, reader, supplemental material for the student's benefit?

☐ Yes

☐ No

# Assessment of educator's awareness and need for online self-

## Section 3a: Educator self-publishing book collaboration

The following questions query your willingness and opinions on collaborating to produce a book for students in your district.

\* 19. Would you be interested in producing material such as a book, reader, supplemental material for the student's benefit?

☐ Yes

☐ No

Why or Why not?

# Assessment of educator's awareness and need for online self-

## Section 3b: Educator self-publishing book collaboration

The following questions query your willingness and opinions on collaborating to produce a book for students in your district.

\* 20. What do you think are the benefits of producing material for the student's?

Check all that apply.

- ☐ Provide the students a more targeted, customized learning experience.
- ☐ Get the faculty/staff more involved in the process.
- ☐ Attempt to save money by prolonging the life of current textbooks by creating supplementary material.
- ☐ Open the students to more opportunities
- ☐ Other (please specify)

\* 21. How likely would it be to collaborate with other local educators to produce a customized (local) supplement to a textbook (i.e. local history with U.S. history)?

- ☐ Not likely
- ☐ Somewhat unlikely
- ☐ Neither likely or unlikely
- ☐ Somewhat likely
- ☐ Very likely

# Assessment of educator's awareness and need for online self-

## Section 4: General information

\* 22. What is your gender?

☐ Female

☐ Male

\* 23. What age group do you fall into?

☐ 18-25

☐ 46-50

☐ 26-30

☐ 51-55

☐ 31-35

☐ 56-60

☐ 36-40

☐ 61+

☐ 41-45

\* 24. What is your current position (administration, 3rd grade, art, staff, etc.)

Check all that apply.

☐ Administration

☐ Teacher

☐ Support staff

☐ Other (please specify)

# Assessment of educator's awareness and need for online self-

## Section 4a: General information

\* 25. What grade(s) do you teach?

Check all that apply

- |                                |                            |                             |
|--------------------------------|----------------------------|-----------------------------|
| <input type="checkbox"/> Pre-K | <input type="checkbox"/> 4 | <input type="checkbox"/> 9  |
| <input type="checkbox"/> K     | <input type="checkbox"/> 5 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 1     | <input type="checkbox"/> 6 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 2     | <input type="checkbox"/> 7 | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 3     | <input type="checkbox"/> 8 |                             |

26. What subject(s) do you teach?

- |   |   |
|---|---|
| <input type="checkbox"/> Art            | <input type="checkbox"/> Physical education |
| <input type="checkbox"/> English        | <input type="checkbox"/> Religion           |
| <input type="checkbox"/> Language       | <input type="checkbox"/> Science            |
| <input type="checkbox"/> Math           | <input type="checkbox"/> Social studies     |
| <input type="checkbox"/> Other subjects |   |

## Section 4b: General information

27. Do the students/faculty have reliable, safe Internet access in your school?

- ☐ Yes  
☐ No  
☐ Don't know

28. Do you have reliable Internet access at home?

- ☐ Yes  
☐ No  
☐ Don't know

\* 29. What is your zip code?

ZIP/Postal Code:

30. What state is your school located?

State:

\* 31. Which best describes your school district?

- ☐ Rural  
☐ Suburban  
☐ Urban

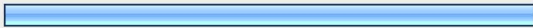

32. If you would like to be contacted for a follow-up email interview please provide your preferred email address below.



33. Do you have any other questions or comments?



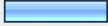
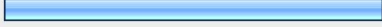
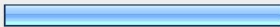

34. If you would like to receive a link to the finished thesis please provide your preferred email address below.

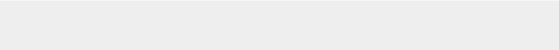
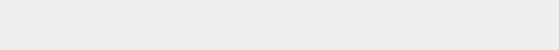
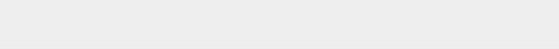
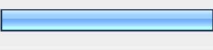

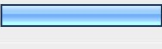
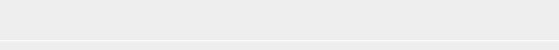
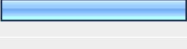
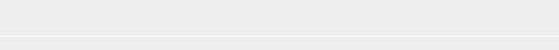
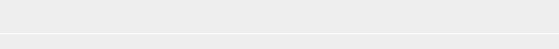
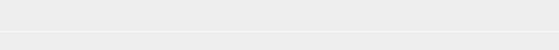

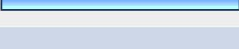
A tentative completion date is late May/early June.

**Appendix C**  
**Survey Results**

1. I have read the information above and attest that I am willing and able to take the survey:			
		Response Percent	Response Count
Yes (Continue with survey)		95.8%	138
No (Exits the survey)		4.2%	6
<b>answered question</b>			<b>144</b>
<b>skipped question</b>			<b>0</b>

2. Have you ever used online self-publishing services?			
		Response Percent	Response Count
Yes		15.2%	21
No		84.8%	117
<b>answered question</b>			<b>138</b>
<b>skipped question</b>			<b>6</b>

3. What was the item you published (photo album, narrative, work related)?			
		Response Percent	Response Count
Article/story in larger publication		4.5%	1
Genealogy		9.1%	2
Personal narrative		18.2%	4
<b>Photo album</b>		<b>68.2%</b>	<b>15</b>
Wedding album		0.0%	0
Work related		50.0%	11
Other (please specify)		9.1%	2
<b>answered question</b>			<b>22</b>
<b>skipped question</b>			<b>122</b>



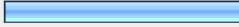



4. What company was used to publish your work(s)?			
		Response Percent	Response Count
Lulu		0.0%	0
University Readers		0.0%	0
Cengage Learning		0.0%	0
Shutterfly		38.1%	8
MyPublisher		9.5%	2
Kodak photo books		28.6%	6
Picaboo		0.0%	0
Snapfish		33.3%	7
Amazon (Kindle)		0.0%	0
Author House		0.0%	0
iUniverse		0.0%	0
Xlibris		0.0%	0
Other (please specify)		42.9%	9
		<b>answered question</b>	<b>21</b>
		<b>skipped question</b>	<b>123</b>




5. Are you aware of the following online self-publishing websites?			
	Yes	No	Response Count
Lulu	10.9% (14)	89.1% (114)	128
University Readers	4.1% (5)	95.9% (116)	121
Cengage Learning	4.8% (6)	95.2% (120)	126
Shutterfly	49.3% (66)	50.7% (68)	134
Snapfish	51.1% (67)	48.9% (64)	131
Author House	5.6% (7)	94.4% (119)	126
	Other (please specify)		4
	<b>answered question</b>		<b>138</b>
	<b>skipped question</b>		<b>6</b>

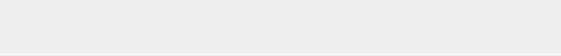
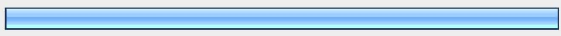
6. What skills are helpful to have in order to produce a high quality self-published book online?			
	Helpful	Not Necessary	Response Count
Artistic Ability	75.4% (98)	24.6% (32)	130
Critical Thinking	88.5% (116)	11.5% (15)	131
Writing	91.7% (121)	8.3% (11)	132
Editing	94.8% (128)	5.2% (7)	135
Graphic Design	75.2% (97)	24.8% (32)	129
General Internet	93.8% (122)	6.2% (8)	130
Programming	45.5% (56)	54.5% (67)	123
Word processing software	94.7% (126)	5.3% (7)	133
	Other (please specify)		3
	<b>answered question</b>		<b>137</b>
	<b>skipped question</b>		<b>7</b>



7. Rate your skill level in the following categories.							
	Novice	Slightly below average	Average	Above average	Professional	Rating Average	Response Count
Artistic Ability	18.1% (25)	14.5% (20)	<b>45.7% (63)</b>	18.1% (25)	3.6% (5)	2.75	138
Critical Thinking	1.4% (2)	0.7% (1)	26.1% (36)	<b>52.2% (72)</b>	19.6% (27)	3.88	138
Writing	1.5% (2)	0.7% (1)	28.7% (39)	<b>50.0% (68)</b>	19.1% (26)	3.85	136
Editing	2.2% (3)	5.8% (8)	34.1% (47)	<b>39.9% (55)</b>	18.1% (25)	3.66	138
Graphic Design	25.4% (35)	<b>32.6% (45)</b>	23.9% (33)	17.4% (24)	0.7% (1)	2.36	138
General Internet	2.9% (4)	7.3% (10)	34.3% (47)	<b>43.1% (59)</b>	12.4% (17)	3.55	137
Programming	<b>44.9% (62)</b>	22.5% (31)	21.7% (30)	8.7% (12)	2.2% (3)	2.01	138
Word processing software	2.2% (3)	8.0% (11)	29.2% (40)	<b>46.0% (63)</b>	14.6% (20)	3.63	137
	<b>answered question</b>						<b>138</b>
	<b>skipped question</b>						<b>6</b>

8. Rate how easy it would be for you to LEARN these skills.								
	Not possible	Difficult to learn	Average	Easy to learn	Very easy to learn	N/A - already mastered this skill	Rating Average	Response Count
Artistic Ability	4.4% (6)	25.9% (35)	<b>35.6% (48)</b>	21.5% (29)	8.9% (12)	3.7% (5)	3.05	135
Critical Thinking	0.7% (1)	5.2% (7)	25.2% (34)	<b>33.3% (45)</b>	14.8% (20)	20.7% (28)	3.71	135
Writing	0.7% (1)	3.7% (5)	<b>31.1% (42)</b>	23.7% (32)	19.3% (26)	21.5% (29)	3.73	135
Editing	0.7% (1)	3.7% (5)	26.7% (36)	<b>32.6% (44)</b>	19.3% (26)	17.0% (23)	3.79	135
Graphic Design	1.5% (2)	19.9% (27)	<b>41.9% (57)</b>	23.5% (32)	11.8% (16)	1.5% (2)	3.25	136
General Internet	0.7% (1)	2.2% (3)	26.5% (36)	<b>29.4% (40)</b>	28.7% (39)	12.5% (17)	3.95	136
Programming	1.5% (2)	<b>34.8% (47)</b>	<b>34.8% (47)</b>	20.0% (27)	7.4% (10)	1.5% (2)	2.97	135
Word processing software	0.7% (1)	4.4% (6)	20.7% (28)	<b>32.6% (44)</b>	26.7% (36)	14.8% (20)	3.94	135
	<b>answered question</b>							<b>136</b>
	<b>skipped question</b>							<b>8</b>





9. Does your school publish any of the following (check all that apply)?			
		Response Percent	Response Count
Yearbook		77.5%	107
Newsletter		71.0%	98
Newspaper		42.8%	59
Magazine		15.9%	22
None are offered		5.8%	8
Other (please specify)		4.3%	6
		<b>answered question</b>	<b>138</b>
		<b>skipped question</b>	<b>6</b>




10. Would you like your school to adopt any of the programs listed below? Check all that apply.			
		Response Percent	Response Count
Yearbook		20.0%	1
Newsletter		60.0%	3
Newspaper		20.0%	1
Magazine		0.0%	0
Other (please specify)		0.0%	0
		<b>answered question</b>	<b>5</b>
		<b>skipped question</b>	<b>139</b>


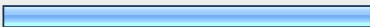
11. Do you think it is within your schools budget to adopt any of the publishing options mentioned in question 10?			
		Response Percent	Response Count
Yes		0.0%	0
No		100.0%	8
<b>answered question</b>			<b>8</b>
<b>skipped question</b>			<b>136</b>



12. Does your school currently have an assignment or activity where students produce their own manuscript, photo book, etc. that the school then turns into a book (i.e. Young authors)?			
		Response Percent	Response Count
Yes		43.5%	60
No		56.5%	78
<b>answered question</b>			<b>138</b>
<b>skipped question</b>			<b>6</b>


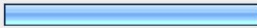
13. What binding and cover options are available to the students? Check all that apply.				
	Soft cover	Laminated cover	Hard cover	Response Count
Metal/plastic spiral	67.6% (25)	<b>70.3% (26)</b>	8.1% (3)	37
Plastic comb	72.7% (24)	<b>78.8% (26)</b>	3.0% (1)	33
Staple	<b>79.6% (39)</b>	57.1% (28)	6.1% (3)	49
Saddle stitch	<b>55.0% (11)</b>	45.0% (9)	25.0% (5)	20
Perfect	<b>44.4% (4)</b>	33.3% (3)	33.3% (3)	9
Other (please specify)				3
<b>answered question</b>				<b>58</b>
<b>skipped question</b>				<b>86</b>


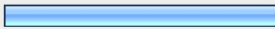
14. What is the student's satisfaction level with the finished book?			
		Response Percent	Response Count
Very dissatisfied		5.1%	3
Dissatisfied		0.0%	0
Neither satisfied or dissatisfied		11.9%	7
Satisfied		66.1%	39
Very satisfied		16.9%	10
answered question			59
skipped question			85




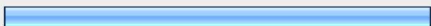

15. Does your school currently recommend a particular self-publishing vendor (online OR traditional publishing)?			
		Response Percent	Response Count
Yes		3.6%	5
No		51.4%	71
Don't know		44.9%	62
answered question			138
skipped question			6

16. What was/is the company used and what was/is it used for (i.e. student books, guidebooks, etc.)?			
		Response Percent	Response Count
Company used		100.0%	3
Purpose		66.7%	2
answered question			3
skipped question			141



17. Ideally, what would you use self-publishing for within the classroom/school?			
		Response Percent	Response Count
Would not use		42.3%	58
Provide an example below if you would use self-publishing in the classroom.		57.7%	79
answered question			137
skipped question			7





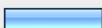




18. Have you ever produced material such as a book, reader, supplemental material for the student's benefit?			
		Response Percent	Response Count
Yes		54.3%	75
No		45.7%	63
answered question			138
skipped question			6





19. Would you be interested in producing material such as a book, reader, supplemental material for the student's benefit?			
		Response Percent	Response Count
Yes		50.8%	32
No		49.2%	31
Why or Why not?			28
answered question			63
skipped question			81









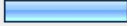

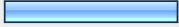
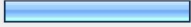
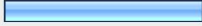

20. What do you think are the benefits of producing material for the student's? Check all that apply.			
		Response Percent	Response Count
Provide the students a more targeted, customized learning experience.		89.6%	121
Get the faculty/staff more involved in the process.		40.7%	55
Attempt to save money by prolonging the life of current textbooks by creating supplementary material.		27.4%	37
Open the students to more opportunities		77.0%	104
Other (please specify)		9.6%	13
	<b>answered question</b>		<b>135</b>
	<b>skipped question</b>		<b>9</b>







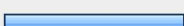

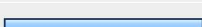
21. How likely would it be to collaborate with other local educators to produce a customized (local) supplement to a textbook (i.e. local history with U.S. history)?			
		Response Percent	Response Count
Not likely		32.1%	44
Somewhat unlikely		10.9%	15
Neither likely or unlikely		11.7%	16
Somewhat likely		40.9%	56
Very likely		4.4%	6
	<b>answered question</b>		<b>137</b>
	<b>skipped question</b>		<b>7</b>




22. What is your gender?			
		Response Percent	Response Count
Female		70.1%	96
Male		29.9%	41
<b>answered question</b>			<b>137</b>
<b>skipped question</b>			<b>7</b>




23. What age group do you fall into?			
		Response Percent	Response Count
18-25		1.4%	2
26-30		0.7%	1
31-35		8.0%	11
36-40		13.0%	18
41-45		17.4%	24
46-50		15.2%	21
51-55		24.6%	34
56-60		15.2%	21
61+		4.3%	6
<b>answered question</b>			<b>138</b>
<b>skipped question</b>			<b>6</b>

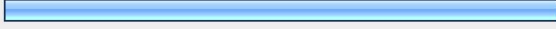
24. What is your current position (administration, 3rd grade, art, staff, etc.) Check all that apply.			
		Response Percent	Response Count
Administration		23.9%	33
Teacher		63.8%	88
Support staff		8.7%	12
Other (please specify)		14.5%	20
<b>answered question</b>			<b>138</b>
<b>skipped question</b>			<b>6</b>

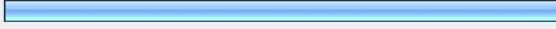
25. What grade(s) do you teach? Check all that apply			
		Response Percent	Response Count
Pre-K		3.4%	3
K		12.6%	11
1		12.6%	11
2		10.3%	9
3		11.5%	10
4		16.1%	14
5		10.3%	9
6		13.8%	12
7		21.8%	19
8		21.8%	19
9		31.0%	27
10		33.3%	29
11		35.6%	31
12		35.6%	31
<b>answered question</b>			<b>87</b>
<b>skipped question</b>			<b>57</b>

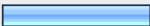
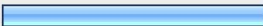
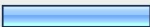
26. What subject(s) do you teach?			
		Response Percent	Response Count
Math		37.9%	33
Science		43.7%	38
English		36.8%	32
Language		25.3%	22
Art		5.7%	5
Physical education		4.6%	4
Social studies		32.2%	28
Religion		2.3%	2
Other subjects		35.6%	31
		<b>answered question</b>	<b>87</b>
		<b>skipped question</b>	<b>57</b>

27. Do the students/faculty have reliable, safe Internet access in your school?			
		Response Percent	Response Count
Yes		97.1%	133
No		0.7%	1
Don't know		2.2%	3
		<b>answered question</b>	<b>137</b>
		<b>skipped question</b>	<b>7</b>

28. Do you have reliable Internet access at home?			
		Response Percent	Response Count
Yes		94.9%	131
No		4.3%	6
Don't know		0.7%	1
		<b>answered question</b>	<b>138</b>
		<b>skipped question</b>	<b>6</b>

29. What is your zip code?			
		Response Percent	Response Count
ZIP/Postal Code:		100.0%	136
		<b>answered question</b>	<b>136</b>
		<b>skipped question</b>	<b>8</b>

30. What state is your school located?			
		Response Percent	Response Count
State:		100.0%	133
		<b>answered question</b>	<b>133</b>
		<b>skipped question</b>	<b>11</b>

31. Which best describes your school district?			
		Response Percent	Response Count
Rural		26.5%	36
Suburban		47.1%	64
Urban		26.5%	36
		<b><i>answered question</i></b>	<b>136</b>
		<b><i>skipped question</i></b>	<b>8</b>

**Fill in responses:**

Question 3: What was the item you published (photo album, narrative, work related)?

Number	Other (please specify)
1	digital portfolio of teaching artifacts; online resources sections
2	poems

Question 4: What company was used to publish your work(s)?

Number	Other (please specify)
1	iPhoto
2	Apple iPhoto
3	Blackboard
4	yahoo/geocities
5	.Mac
6	Google Docs, Winkflash, Ed.voicethread.com
7	various wikis
8	in-house servers
9	mde

Question 5: Are you aware of the following online self-publishing websites?

Number	Other (please specify)
1	I have heard the names Shutterfly and Snapfish but don't know anything about their applications.
2	Trafford
3	iphoto
4	I-Universe

Question 6: What skills are helpful to have in order to produce a high quality self-published book online?

Number	Other (please specify)
1	Based on my limited knowledge of publishing.
2	awareness of the possibilities of what is out there to accomplish it

3	final projects for classes online
---	-----------------------------------

Question 9: Does your school publish any of the following (check all that apply)?

Number	Other (please specify)
1	we do not publish here
2	web page
3	Newsletter
4	literary and art magazine (sometimes)
5	flyers
6	Literary Journal w/art

Question 17: Ideally what would you use self-publishing for withing the classroom/school?

Number	Provide an example below if you would use self-publishing in the classroom.
1	For student's use in classroom assignments. Creating custom materials for particular subject/content standards.
2	student work
3	learn about a figure in history, write a non-fiction book on it
4	Allow students to publish their original stories.
5	Children's writings for parents, to share with peers, and older children to read to them as well.
6	Poetry Books Class Anthologies
7	For customized text not available commercially
8	Possibly a history or current event related book
9	Student's creative writings Literary Magazine
10	Student portfolio
11	interactive notebooks and textbooks student publishing
12	Creative writing assignments. Journals. Publish results of research or science labs.
13	In conjunction with different health projects I do during the year.
14	Elementary class memory books
15	I don't teach
16	ELL Cultural Awareness booklets, student written books by academically at-risk high school students for primary students, literary magazine, Title I "Tidbits" to distribute to parents, students portfolios, etc.
17	Allow the students to compile a journal of experiences through out the year.

18	As the responsible individual in the district to maintain the Parent/Student Handbook, I could see the use self-publishing. I would also consider recommending to teachers to develop resources for their classes.
19	Publish student projects, such as endangered species reports or element projects.
20	Group project for presentation to classroom
21	Books of student work, pictures
22	Project, field trip, club information
23	Collaborative and summative assessments
24	Student: assignments Teacher: supplemental materials, custom workbooks sound interesting
25	I have a smartboard; that's what I could use.
26	Research papers and reports (I teach science); science research projects
27	binding portfolios of work; binding collections of multiple student works
28	student project portfolios
29	portfolio of all work
30	create study books for tests/chapters
31	Workbooks or text books.
32	journal writing in language arts class.
33	In my reading class, I would have my student create books for elementary students.
34	Big Books
35	Social Stories
36	online work
37	Apple Iphoto books
38	Autobiography Project, yearbook, and news letter,
39	Writing original fiction or factual books.
40	Young author's books
41	student papers
42	For special education/intellectually disabled students you can use it for modification and accomadating material.
43	An illustrated book of class poetry, a portfolio of a student's artwork, a literary/art magazine, a book of student-produced relief prints, a collection of student self-portraits.
44	Since I teach Exceptional Education students, the combination of pictures paired with words is extrmemely important in their functional academic skills and work-related activities
45	creative writing
46	I might use for my student's to create their own book or magazine.
47	class newspapers dealing with a book we are reading; a foreign language newspaper
48	Students use to publish stories, poems, yearbook, etc. to satisfy 21st century skills and the new ISTE standards. Teachers use to give lessons in a digital format.
49	Supplemental materal for students.

50	If I were allowed to give an assignment that required the use of technology (which I am not), I would require kids to publish a short story in the general format of a children's book.
51	student portfolios and class projects as well as compilation of student works for exhibit
52	Young writer's book/picturebook
53	<p>I've had students create their own wiki pages which are autobiographical (like the "author's blurb" on a book) from which to link their digital works.</p> <p>I'd like them to create ebooks for their own use, sort of a digital notebook.</p> <p>I'd also like to create an in-house textbook for my English department, so students have access to more specific and targeted practice.</p> <p>I like the ideas of students creating their own books; we already have them make their work portfolio. However, since not all of their works are digitally-created it might be a bigger task than they have time to allow.</p>
54	Young Author's book
55	To promote individualized instruction and to help teachers with supplementary materials that do not have to be xeroxed.
56	Student books and assignments
57	writing
58	students could produce a book for an assignment
59	Publishing student works based on our literature and language arts curriculum
60	young authors
61	A learning project which would encompass the following skills: writing, journalism, 'how to', proofing, efficient use of vocabulary, and to increase overall self-esteem for the student.
62	ePortfolios
63	I'd love to start a school (On-line) newsletter/newspaper done by students
64	Collection of students' writing samples, like a literary magazine
65	#1 and 2 above
66	N/A
67	student authored books
68	We create big books that mimick the pattern of the books we read so I would use publishing software to produce the books for the students.
69	Informational book written by students on a given subject, such as systems of the body, cycles in nature, etc...
70	A collection of writing or art pieces
71	I would most likely utilize this format to provide extra-learning curriculum to my Spanish students
72	Social Studies reports/projects
73	Publish their biographies,etc.
74	Final drafts of papers.
75	custom workbooks and textbooks

76	Provide extra help on projects, etc.
77	student books
78	For images
79	produce a book

Question 19: Would you be interested in producing material such as a book, reader, supplemental material for the student's benefit?

Number	Why or Why not?
1	can level more easily; not all subjects are offered in an elementary level book
2	time
3	No time
4	Near the end of my career. May have been more useful earlier in my career.
5	1. I'm not in school 2. I'm about to retire, go fishing, and visit grandkids!
6	In the area of bullying/ harassment, it would be beneficial to produce supplemental material around student self-awareness/skill development.
7	don't teach
8	Dependent upon time and perceived value.
9	As an administrator, I am not directly involved in the everyday student learning in the classroom, however, I do provide resources for teachers to utilize when I can.
10	Helpful to get ideae to student, reinforce concept
11	I would love to publish student work. I think it motivates them to do a better job when they know they have an audience. Cost is a major worry. Being able to get enough computer lab time (to create the projects) is a worry as well.
12	Yes, but instead of publishing a 'book', I would be more likely to put the info in electronic format such as a blog or web page.
13	Because my students are below level right now.
14	Funding is really limited right now...can't get supplies
15	It depends on how much time I have to work on it. I have already made power points which could be expanded upon.
16	Book for my course requires too much detail and information when considered for the pay of in student performance. I have focused on brief study guides and guided reading activities.
17	I think I would just be reinventing the wheel to produce material. There is far better material available than I could produce.

18	I do not teach. I am a School Counselor.
19	I'm a extra math teacher.
20	Students would have a finished product when finished to show their work.
21	This idea would enrich and enhance student learning.
22	Not a teacher
23	I have some photos that could augment our stories that would be nice to produce using Snapfish. Also, creating an illustrated short story as an example for an assignment would be useful.
24	Maybe
25	It is not different than producing end-user documentation in the business world.
26	I like to create materials, and the publishing process information could be beneficial to the students as well.
27	There are already many materials available
28	I work at a level where students need to produce their own work.

Question 20: What do you think are the benefits of producing material for the student's? Check all that apply.

Number	Other (please specify)
1	Personally I think online self-publishing would be a great idea.
2	build student confidence, parent-student-staff partnership, portfolios of student work for college admissions
3	Motivates students to do well on an assignment when they know they have an audience.
4	develop new curriculum
5	Provides student interest.
6	would not be a priority due to curriculum and textbooks already adopted. Opportunity as supplemental materials, time,a budget and who will do it.
7	can't afford to purchase textbooks
8	Dealing with special needs students, it is important to make your own materials. There is always a need to customize learning to individual student needs.
9	To help with editing skills: i.e.: the plural of "student" is "students", not "student's"
10	example of expected products from students
11	validate the work by creating published finished copies
12	Get the student's involved
13	reading level appropriate material

What is your current position (administration, 3rd grade, art, staff, etc.) Check all that apply.

Number	Other (please specify)
1	7th Grade Science
2	College Professor
3	School Nurse
4	Board Member
5	counselor
6	department chairman
7	Technology Software Trainer/Lab Coordinator
8	Library/Media Specialist
9	School Counselor
10	Math Specialist - 1/2 Teacher 1/2 Curriculum Specialist
11	evaluator
12	Guidance Counselor
13	art, computer graphics
14	Teacher of the Handicapped
15	Cook
16	Language Arts Consultant
17	Instructional technology
18	Head of Middle-School Language A English (IB school)
19	career switcher not yet permanently employed-previously CIO/MIS
20	Gifted Resource Teacher

Question 26: What subject(s) do you teach?

Number	Other subjects
1	Library and Computer Science
2	Reading, Spelling
3	music
4	Music
5	Engineering
6	computers
7	technology
8	Learning support
9	Science Research
10	Autism
11	Reading

12	Phnemic Awareness
13	technology integration
14	Work Training
15	tech
16	computer graphics
17	Exceptional Education- All functional academics
18	guidance counselor
19	French, Spanish, German
20	Technology/computers
21	Gifted
22	Braille and Orientation and Mobility
23	This is my current position. I'm a MS generalist, usually combine Language Arts with Humanities
24	AP Spanish Language
25	Band and General Music
26	Extended Foreign Language Program - Spanish
27	primarily math and art this year usually all subjects.
28	personal finance
29	special education
30	computer
31	sped inclusion

**Question 29: What is your zip code?**

Number	ZIP/Postal Code:	Number	ZIP/Postal Code:	Number	ZIP/Postal Code:
1	44691	47	74339	92	6090
2	53172	48	76036	93	24426
3	77077	49	2129	94	80918
4	98230	50	85012	95	570194
5	8102	51	6002	96	80918
6	96817	52	32952	97	32937
7	74008	53	47306	98	33142
8	15236	54	2818	99	95032
9	17353	55	20747	100	95825
10	31206	56	92374	101	19567
11	15301	57	32937	102	78504
12	14305	58	32927	103	13042
13	3855	59	86326	104	60506
14	32907	60	54615	105	60090
15	33174	61	16335	106	23141
16	3261	62	44028	107	46511
17	32927	63	94019	108	37620
18	32953	64	19968	109	44212
19	32926	65	33170	110	32920

20	44256	66	32907	111	2809
21	44256	67	33167	112	10509
22	33157	68	32951	113	24502
23	18036	69	98247	114	33187
24	22701	70	60561	115	32935
25	74426	71	99223	116	80907
26	32922	72	94123	117	63123
27	33142	73	35490	118	4538
28	52411	74	22701	119	7045
29	1854	75	22701	120	47112
30	5401	76	80907	121	12043
31	36322	77	6035	122	31647
32	52404	78	29130	123	76133
33	85929	79	82325	124	56220
34	19046	80	32908	125	36322
35	63122	81	65203	126	76051
36	18940	82	8102	127	80933
37	14424	83	92064	128	31768
38	68132	84	15236	129	2134
39	85338	85	60067	130	39429
40	44256	86	31768	131	8105
41	48128	87	81212	132	37306
42	77566	88	80903	133	32907
43	6002	89	91723	134	91950
44	60090	90	30461	135	97321
45	80919	91	55343	136	19901
46	32952				

**Question 30: What state is your school located?**

Number	State:	Number	State:	Number	State:
1	OH	47	TX	92	VA
2	WI	48	MA	93	CO
3	TX	49	AZ	94	CO
4	WA	50	CT	95	FL
5	NJ	51	FL	96	FL
6	HI	52	IN	97	CA
7	OK	53	RI	98	CA
8	PA	54	MD	99	PA
9	PA	55	CA	100	TX
10	GA	56	FL	101	NY
11	PA	57	FL	102	IL
12	NY	58	AZ	103	IL
13	NH	59	WI	104	VA
14	FL	60	PA	105	IN
15	FL	61	OH	106	TN
16	NH	62	CA	107	OH

17	FL	63	DE	108	FL
18	FL	64	FL	109	RI
19	FL	65	FL	110	NY
20	OH	66	FL	111	VA
21	OH	67	FL	112	FL
22	FL	68	WA	113	FL
23	PA	69	IL	114	CO
24	VA	70	WA	115	MO
25	FL	71	CA	116	ME
26	FL	72	AL	117	NJ
27	IA	73	VA	118	IN
28	MA	74	VA	119	NY
29	VT	75	CO	120	GA
30	AL	76	CT	121	TX
31	IA	77	SC	122	MN
32	AZ	78	WY	123	AL
33	PA	79	FL	124	TX
34	MO	80	MO	125	CO
35	PA	81	NJ	126	GA
36	NY	82	NC	127	MA
37	NE	83	PA	128	MS
38	AZ	84	IL	129	NJ
39	OH	85	GA	130	TN
40	MI	86	CO	131	CA
41	TX	87	CO	132	OR
42	CT	88	CA	133	DE
43	IL	89	GA		
44	CO	90	MN		
45	FL	91	CT		
46	OK				