Seussville Times

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"You're off to Great Places! Today is your day!
Your mountain is waiting, So..get on your way!" – Dr. Seuss

eBooks in Schools

By: Melissa Sorensen

A new technology has been raging across America. What is this trend? It is the popular demand of eBooks. The days of opening up a book are starting to dwindle while Americans begin to read their books electronically, and it appears individuals will keep moving in this direction. The different types of ebooks include brands like Kindle, iPad, Nook, and many others (Herther, 2011).

On the rise

In July 2010, it was stated that Amazon sold only 100 hardcover books for every 180 eBooks sold for Kindles (a Kindle is a small device that allows eBooks to be read). This raises a striking question: What will happen to current book publishing companies? While this question is still in the air, many question their future. The book publishing industry recognizes that it has a battle to fight and are trying to make adjustments. It is predicted that both physical and electronic books will be bundled more frequently in the future in order to attract and keep customers by interest areas (Herther, 2011).

With the rise of ebooks also comes a rise for advertisements in the book industry. Since Google has intentions of providing books from the cloud. This will allow Google to target ads to particular consumers in a timel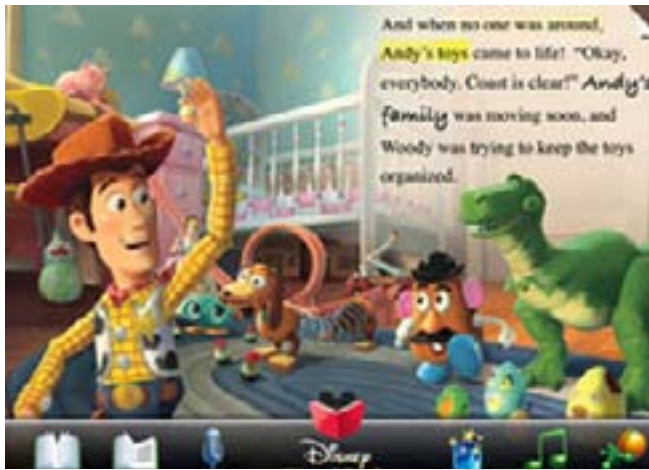y manner. The amount of ads the consumers see will be proportional to the number of pages they read, which will essentially decrease the cost of the book. There is a thought that this tactic will attract even more people to read ebooks. Although Google has not made the transition to this yet, they and others are seeing it as a good next step (Herther, 2011).

Academic audiences

A new study is being conducted between California State University and Nature Publishing Group that began in May 2011. This study will take place for three years while trying to promote interactive textbooks. Students have electronic versions available through their web browsers on desktops, laptops, tablet computers, and smartphones. The cost will only be $49 per student with the ability to print their own color copies if desired. With over one-hundred seventy-five interactive lessons and continual assessment, students are given scaffolding to master basic concepts. Other ways of supporting students include audio and video enhancements. Abilities of these interactive textbooks are only looking to improve hopes of attracting more consumers (Guernsey, 2011).

Young enhancement

Not only are eBooks becoming more favorable in the young adult settings, but they are also gaining popularity in elementary programs. The portable, full-color screens of new eBooks drastically draw children in, bringing a new excitement to reading. A variety of books are available anytime, anyplace with this new technology. Once children finish reading a book they enjoy, they can access another without having to leave their spot on the couch. Many libraries have not received the funds in order to subscribe to services that allow lending eBooks to students, but there are resources out there that offer ebooks free of cost. Storyline Online (www.storylineonline. net) provides a variety of well-known children's books free of charge. The International Children's Digital Library (en.childrenslibrary.org) offers approximately 4,500 free books that are available in fifty-four languages from over 200 countries. With 24/7 access to books like these, it is likely that teachers and parents across the nation will begin to advocate for ebooks in their buildings (Guernsey, 2011).

Too far?

Although ebooks provide many enhancements that may excite children to read, do they offer too much? This is a question some teachers are pondering as they wonder if all the "bells and whistles" are distracting students instead of helping them. Books like Toy Story are taking children away from the reading experience as it is about one-fourth book and three-fourths movie. Other books provide games and narration, leaving little for children to do independently. Some argue that students need to learn how to care for a book, including how to turn pages and hold it.

One librarian witnessed students make connections between the ebooks and printed books. She mentioned a student who read an ebook. After the library received the printed version of the book, the student rushed to the library, flipping through the pages and pointing to his favorite parts. She believes that students can use a balance of both resources to be successful readers (Guernsey, 2011).

So...good or bad?

The final question are ebooks good or bad? As one can tell, there are two sides to this rapidly growing technology. According to the statistics, ebooks are only going to continue to increase in popularity (Herther, 2011). Whether or not you join the trend is up to you. When this new technology races into schools, it will be up to the the faculty, staff, and leaders of schools to make the decisions of whether or not to implement ebooks. It is good to educated over something this big; the research will only continue to grow as ebooks do.

Cyberbullying
By: Joy Nicklas

Are you aware what your child is doing on the Internet? According to a recent survey done by the Pew Research Center 90% of youth aged 12 to 17 are using the Internet daily (Snakenborg et al., 2011). A reason for this excessive Internet usage is due to the fact that the Internet allows today's youth to express their thoughts, feelings, and emotions. When youth use the Internet they are allowed to virtually represent their

ideal self (Snakenborg et al., 2011). Internet access although fun, educational, and entertaining allows the opportunity for misuse and in particular cyberbullying. Authorities believe that cyberbullying is another form of bullying using current technology (Snakenborg et al., 2011).

Bullying is often defined as aggressive behavior involving repeated physical, social, or psychological imbalance between a powerful bully and victim. Bullying often involves physical or verbal behaviors sometimes resulting in frightening, harassing, threatening, or hurting another (Snakenborg et al., 2011). Cyberbullying takes on one of two different forms, direct or indirect. Direct cyberbullying occurs when messages are transmitted from bully to the victim, whereas indirect is when the instigator entitles others to harass the victim. "Cyberbullying is especially insidious because it affords a measure of anonymity and the opportunity to reach a much larger number of victims without a significant threat of punishment (Snakenborg et al., 2011)." Cyberbullying often takes place where or when adults are not around. Because of this youth who would otherwise not engage in cyberbullying are less reluctant to abstain due to the fact that they think they will not get caught. Cyberbullying ranks in one of the most common forms of harassment among adolescents. The harassment via cyberbullying then can lead to self-harm and suicidal ideation (Accordino et al., 2011).

Now that you know about cyberbullying, what can you do? Well, parents need to play a more active role in monitoring their son or daughter's online usage (Snakenborg et al., 2011). While it is important that parents take responsibility it is not all on them. Schools and states are also responsible. Schools also need to inform students on what cyberbullying is and how to avoid and prevent it. Schools need to develop policies addressing the intensity of cyberbullying. A majority of the states have written legislations to address cyberbullying. Schools have also taken action to address cyberbullying by creating policies to stop cyberbullying (Snakenborg et al., 2011). The policies have to be legally defensible when approaching cyberbullying in school. The policy must also be clear that when the student is using a computer at school there is limited privacy.

Dr. Seuss said, "A person's a person, no matter how small." And he was exactly right when he said this. No single one of the youth today should be subjected to cyberbullying, now what will you do to stop it?

One-to-One Laptops-
By: Kelly Kauffman

Theodor Suess Elementary School is proud to announce that we will be launching a new trial based one-to-one laptop initiative next year. The high school and middle school students have been a part of the one-to-one laptop program for several years now, and the district chose Theodor Suess to be a trial school for elementary students. Along with the four carts of

MEAP Proficiency Scores
Percentage of students who have demonstrated proficiency on the Michigan Education Assessment Program (MEAP) tests for reading and math (Wilson, et al, 2006).

	2003-04	2004-05
7th Grade Reading	29%	41%
8th Grade Reading	31%	63%

laptops available to classrooms, each fourth, fifth, and sixth grader will be provided their own computer to use at school. These classes will integrate more technology in their curriculum, and we are hoping to find that the technology improves the students' learning.

After completing our research, the school board has come to several conclusions of how the one-to-one laptop initiative would help our Theodor Suess Elementary. This initiative will not only benefit our students, but our teachers as well. By providing a laptop to everyone, the students and teachers will learn necessary technology skills (Wilson, et al., 2006). Students will also have greater educational opportunities with the new laptop initiative. By allowing students to use the computers, they will learn to use many applications, as well as online academic resources. Current findings from 4,000 middle school students in Michigan show that students have an increased interest in learning and research skills (Wilson et al., 2006). With this one-to-one laptop program, it is our hope that the fourth, fifth, and sixth graders here at Theodor Suess will also have a higher interest level in learning, and will be more prepared for their future classes by learning proper research techniques.

Test scores here at Theodor Suess Elementary are expected to rise tremendously with the new laptop initiative launching. In the Kaleva Norman Dickson school district, state writing scores for fifth graders more than doubled by the time they were in seventh grade, just two years after providing students with a one-to-one laptop program. Proficiency scores in reading and math have also increased in the Michigan Education Assessment Program (MEAP) tests (Wilson, et al., 2006).

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