**Designing online video-making tasks to increase fourth
graders' motivation for autonomous learning behaviour**

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This research report is the result of my own work and includes nothing that was done in collaboration with others.

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ABSTRACT

This article argues that online video-making tasks motivate learners for an autonomous learning behavior. The article analyzes five behaviors of an autonomous learner, before and after applying a set of tasks based on motivational strategies for autonomy to a group of fourth graders (10 to 11 year olds). The tasks are based on three video-making web 2.0 tools: MashFace, Xtranormal, and Animoto. The article concludes that through a set of motivational strategies applied with the tasks mentioned, the students improve a set of autonomous learning behaviors.

Key words: Motivation, autonomy, autonomous learning behavior, web 2.0, video-making tasks, MashFace, Xtranormal, Animoto, ICT, Internet.

RESUMEN

Este artículo argumenta que las tareas de creación de videos en línea motivan a los estudiantes para tener un comportamiento de aprendizaje autónomo. El artículo analiza cinco conductas de un estudiante autónomo, antes y después de aplicar un conjunto de tareas sobre la base de las estrategias de motivación para la autonomía a un grupo de estudiantes de cuarto grado (10 a 11 años). Las tareas se basan en tres herramientas de la Web 2.0 para la creación de videos: MashFace, Xtranormal, y Animoto. El artículo

concluye que a través de un conjunto de estrategias de motivación aplicadas con las tareas mencionadas, los estudiantes mejoran una serie de comportamientos de aprendizaje autónomo.

Descriptores: Motivación, autonomía, comportamiento de aprendizaje autónomo, web 2.0, tareas para la creación de videos en línea, MashFace, Xtranormal, Animoto, TIC, Internet.

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CHAPTER 1: Introduction

This research project wants to highlight the importance of using technology, not only for the improvement of a second language, but also for the importance of promoting autonomy for learning. The project claims that through the use of a set of motivational strategies for autonomy with the use of web 2.0 technology young learners can motivate autonomous learning behaviors that are essential for life long learning.

The project starts in chapter one with an overview of the problem found in the classroom where this research was carried out, in order to ask the conducting research question, and the objectives that guided this paper. Finally, the chapter justifies the intentions for implementing new technologies in the classroom for motivating an autonomous learning behavior and the way teachers and students could benefit from the experience described through these lines. Chapter two gives an overview of the literature that supports this research paper, where the constructs that guide this project are described. Chapter three describes the research design by analyzing the type of study that was carried out, the role of the researcher of this paper, the participants involved and their context, and finally an overview of the data collection instruments and procedures that were used to gather information. Chapter four describes the steps that were carried out for the implementation of the pedagogical intervention. Chapter five describes the process for

analyzing the data gathered and the findings that came out from this data analysis. Finally, the last chapter (chapter six) draws the conclusions of this action research, the pedagogical implications, the limitations, and the possible further research that derives from this paper.

Statement of the problem

The starting point of this research project comes from the fact that Internet has become a leading tool for second language acquisition and this is leading to an appropriate opportunity to promote autonomy. According to Benson (2001, p. 18) "the growth of technology in education, driven largely in the boom in personal consumer electronics and the Internet, has freed students from many parts of the world from the need to attend classes at predetermined locations and times".

Teachers have been using Internet as a resource of information but the fact is that the Web offers more than just a source of data. In order to find alternatives for the use of Internet, teachers must search for the new possibilities that Internet technology offers through Web 2.0. In order to bridge the gap between Internet and language teaching, I have decided to integrate the use of Web 2.0 video-making tools to motivate an autonomous learning behavior in my students.

On the other hand, based on observation in my particular context, the class I taught showed a lack of autonomous learning behaviors, that were evident in repetitive attitudes through the school year, such as

forgetting homework, not helping their peers, depending on the teachers responses and comments, and not being critical with their own work. For this reason, I decided to take an action plan in order to motivate the learners' interest towards autonomy. In order to do this I took into account my students interests for two major aspects. The first one is their interest for the use of computers in and outside the classroom. I was amazed to find out that despite their young age (10 to 11), almost all the students had a Facebook account, and had navigated through the web from a very early age. The second aspect is their interest for the creation of videos. Based on a class project I did with this same group about video making, the students were motivated to create stories and writing scripts that would allowed them to see a product that was theirs.

In conclusion, the present project was created to tackle three important aspects that were evident based on my observations towards the learners and my personal view of teaching. The first aspect was the importance that ICT has brought to the field of language learning and its implications on autonomy. The second aspect was the lack of autonomous learning behaviors my students showed. And the last aspect was the need to address the students' interests to motivate autonomy. Based on these considerations I decided to ask myself the following question and draw the objectives that would guide this research project.

Research Question

How *will online video-making tasks increase fourth grader's motivation for autonomous learning behavior?*

Research Objectives

General objective.

To increase fourth grader motivation for an autonomous learning behavior by using online video-making tasks.

Specific objectives.

- To teach students how to create online videos.

- To foster students' autonomous learning behavior by applying motivational strategies.

Rationale

The importance of the present research paper underlies on my personal interest to promote autonomy. I have found that autonomy is a crucial aspect to develop life long learning, which enables learners for a successful path in their lives. Gibbons et al. (as cited in Nunan, 2000) conducted a study in 20 public figures that rose to the top with no formal training and identified five characteristics of these figures. Among these characteristics, there was one that called my attention: These public figures' expertise grew out of extra-curricular activities and school played a minimal or negative role.

The ways our students depend on teachers can be an obstacle in their learning path. This is the main reason why autonomy calls my attention; autonomy fosters students' finding their learning paths. This gives them enormous benefits in their lives. Benefits from autonomy count for teachers and learners, hence as Smith (n.d.) states, learner's autonomy derives from the teacher's autonomy, thus we must become autonomous as a starter to foster autonomy. The process of teaching or promoting autonomy is an enriching experience for teachers and students.

In conclusion, autonomy plays an important role at the time of developing learning processes because it allows learners and teachers to grow professionally and personally. It was important to develop this project because it benefit the actors involved in a process for acquiring tools that would help hem for the rest of their lives.

Chapter 2: Theoretical Framework

This part of the article will start with an overview of the need for fostering autonomy for life long learning, then, it will deal with the constructs that are the basis of this research paper: autonomy in the field of language learning, autonomous learning behaviors, and online video making tasks. These are not independent terms; on the contrary, they are interdependent, since based on video-making tasks forth graders will be expected to increase motivation towards autonomous learning behavior, as it will be viewed in the following lines.

Autonomy in the field of language learning

To begin with, I believe in the importance of fostering autonomy starting in an early age to develop life long learning in students. The reason for this, is that according to different researchers (Benson, 2001; Conttia, 2007; Nunan, 2000; Wu, 2008) there is a direct link between autonomy and Life Long Learning (LLL) which is one of the final intentions of education. Wu (2008) states that teachers should cultivate a kind of learner that can continue a LLL process independently. Therefore, there is an important need for learners to become aware of autonomy as a part of their learning process from a young age in order to foster LLL. According to the article of the European Commission for Education and Training (2009), politicians in Europe have recognized that education and training are essential to the development and success of

today's knowledge society and economy, and that one of the strategies for the development and success of societies is LLL.

Bearing in mind the relation between autonomy and lifelong learning it is important to draw the definition of autonomy in the field of language learning. Brown (2007, p. 377) states that autonomy is the "individual effort and action through which learners initiate learning, strategic action, problem solving, and the generation of linguistic input". Brown's point of view emphasizes on how to take control over learning which follows Benson's definition that is the capacity to take control over one's own learning.

Autonomous learning behaviors

Developing these authors' argument it can be determined that autonomy is the way that students take charge over their learning. Based on this definition different authors have drawn a set of behaviors that define an autonomous learner (Benson, 2001; Brown, 2007; Dörnyei, 2006; Harmer, 2007):

- An autonomous learner chooses different aspects of the learning process (materials, activities, topics, assignments, etc.).
- An autonomous learner cooperates with the learning process of peers.
- An autonomous learner self-assesses the progress

of learning.

- An autonomous learner defines clear learning goals.

- An autonomous learner organizes his/her learning process.

All these five points define the autonomous learning behavior desired for the present research paper.

In the direction of the link between autonomy and motivation there are authors that state that motivation is a product of autonomy (e.g. Horie, Inuzuka, Ikawa, 2008). Reeve (1996) states that autonomy is a powerful motivator for students because students have a need for autonomy; he argues that learners prefer to be a part of their learning process than having teachers setting goals for them. However, other authors have questioned this point of view encountering findings that show that motivation in many cases precede autonomy (e.g. Chan, Spratt, Humphreys, 2002). The findings lead these authors (Chan, et al. 2002) "to conclude that motivation is a key factor that influences the extent to which learners are ready to learn autonomously, and that teachers might therefore endeavor to ensure motivation before they train students to become autonomous". Following these author's conclusions, the present study will focus on increasing learners' motivation for autonomous learning behavior. From Dörnyei's (2006) point of view there are certain strategies that the teacher can adopt to motivate autonomous learning behavior:

- Allow learners real choices about as many aspects of the learning process as possible.

- Hand over functions to the learners for cooperative work.

- Adopt the role of a facilitator.

Since the target population of this study is young learners, the previous strategies may seem difficult to apply for them. However, learners at an early age are able to take charge of their learning in order to be critical and understand the information that they manage. About this aspect Leinhardt (1996, p. 10) states "…Children can be introduced to alternatives and taught how to select from among them by showing them how to gather relevant information for a particular situation. A principle function of education is to give a child the perspective from which to analyze information. Once the child has this perspective, he/she can control the environment with greater facility". Leinhardt points out that the teacher can give the tools to the student in order for them to organize their learning through strategies.

Online video-making tasks

For the present study, I have decided to use online video-making tasks to motivate young learners for autonomous behavior. The reason for choosing this tool is because learners need opportunities to use technology as a part of their personal development. According to Beatty (2003) children are able to handle technology in ways that amaze their teachers; following Beatty's view, teachers

must allow technology to be a part of the classroom and use it as a way to motivate children towards autonomy.

In order to understand what video-making tasks are, parts must analyze the term. First, Canning (2000) defines video as the selection and sequence of messages in an audiovisual context. Taking this into account, the value of videos is the mixture of audio-visual aids. Although there are only empirical studies that state that video enhances the learning process of a second language (Lonergan, 1995), videos have the capacity to attain students' attention, since, according to Stempleski, "videos can present a total communicative situation and thanks to this, they have been recognized as a valuable resource for intensive language study" (1992, p.7). Second, the term online refers to the activities that are developed through the Internet, so online videos refers to videos found in the internet, and online video-making is the creation of videos using internet programs. According to Lonergan (1995) a wide variety of stimulating projects can be undertaken when creating videos and whatever is made should reflect the interests and needs of the language learners, which means that the scope for themes and ideas is virtually limitless.

There are three main websites that the present study will use in order to develop the online video-making tasks: MashFace (beta.mashface.com), Xtranormal (www.xtranormal.com), and Animoto (www.animoto.com). These websites were chosen under three main principles: friendly

using, easy access, and adult filter control.

MashFace

MashFace is an interesting tool that gives entertainment for students while learning. It is a website that enables the user to add video segments into a photograph. This means that the learners can add their voice and mouth to a picture of any character. In order to use this web program the user requires a web-cam and a microphone. Finally, it interacts with YouTube in order to share the mashes with people that not necessarily have an account in MashFace.

Xtranormal

Xtranormal is an online program allows making animated videos by typing a script and choosing character and scenario options.   It is basically used for monologues or conversations. It guides in a clear way the manner that the user is supposed to create the movies. Also, it gives many options that allow learners to be creative; they can create characters and settings, change the position of the cameras, and change the voices. This program allows you to upload videos to YouTube.   There is information from different blogs that have spoken about the utilities of this website in the classroom, such as Peachey (2008). He states that this site can offer many possibilities for students to exercise different activities of language use.

The researcher has also used this website for small scale projects and has found that Xtranormal motivates students to do written tasks.

Animoto

Animoto is an online video-making site that allows learners to create picture and sound videos. The purpose of this program is to create presentations that mix pictures with sound. It can be used to create stories or presentations about different topics. This is a friendly using site and very secure, because it only allows the user to see its videos, however you can also share the videos you create with YouTube. One of the great aspects of Animoto is that it has a special site for animations. In this website: http://education.animoto.com/ there are examples on how teachers have been using this online program in and outside the classroom. Swiatek (2008) remarks the use of this site for children; he states that it is a great way for our "digital age" students to produce and share knowledge.

This part presented theoretical background on how video-making tasks can increase children's motivation for an autonomous learning behavior. Also, it made emphasis of the importance of autonomy for developing LLL. Finally, this paper analyzes online video making as a useful tool through the analysis of four websites. In conclusion, the principal constructs of this project are autonomy in the field of language learning, Autonomous learning behaviors,

and online video-making tasks.

Chapter 3: Research Design

The present chapter will give an overview of the structure that was used to develop the present research. It describes the type of study that was used, and the role that I carried out for this research project. Then, the chapter will overview of the context where this project was carried out, and a description of the learners that were involved. Finally, it will give an explanation of the different data collection instruments that were used to gather the data and the procedures that were carried out to analyze the information gotten from these instruments.

Type of Study

The type of study chosen for this project is Action Research. The reason for choosing this type of study is its nature of questioning, in order to change or improve a practice. Waters (2006) states that Action research is a practical approach to professional inquiry in any social situation. Following from Waters' point I believe in Action research as a practice of inquiry, in this case, in my classroom that would enable me to analyze a problem, test a solution and reflect upon the results.

There are a number of universally accepted processes that constitute Action research. The process followed for this action research project is based on Sagor (2005). He suggest a four step cycle that help us bring to surface the critical knowledge and insights needed to improve practice

and come closer to the goal of universal student success. The first step is clarifying visions and targets, the second is articulating theory, the third step is implementing action and collecting data, and the fourth step is reflecting on the data and planning informed action. The process can carry out more than one cycle, however, the present project gives account of one cycle of the four steps mentioned.

According to Benson (2001, p.182), action research has five distinctive characteristics:

- It addresses issues of practical concern to the researchers and the community of which they are members.

- It involves systematic collection of data and reflection on practice.

- It is usually small scale and localized and often involves observation of the effects of a change in practice.

- It often involves analysis of qualitative data and description of events and processes.

- Its outcomes include solutions to problems, professional development and the development of personal or local theories related to practice.

Agreeing with Benson (2001), these characteristics are implicit in the present project, since this research addresses a problem found within a classroom, it has a

systematic collection and analysis of data, which involves a qualitative study, and its outcomes demonstrated a solution to a problem.

Researcher's Role

In this study the researcher's role is as an observer, a researcher and a teacher. Observer, because I am attending to the learners' behavior, reactions, and changes within the classroom to report on the application of the action plan. As a researcher I planned the intervention and analyzed the results gotten from my role as an observer, I also will plan a future cycle of the present research. Finally, this is a class that sees me as their teacher, however one of my personal objectives in this aspect is to become more a facilitator than a teacher, since the students are the ones that are taking responsibility for their learning and I am giving them the tools to allow their effective learning process.

Context

Colegio Colombo Hebreo (Colombo-Hebrew School) is a private institution located in Bogotá, Colombia. The school is known for training students under the Jewish precepts, characterized by the identification, knowledge, and practice of their religious traditions. This school belongs to the Jewish community of Bogotá, which means that

all the participants of this community are the ones that take decisions about the school regulations.

The school has one class per grade, from pre-k to 11th grade. It is divided in three sections, kindergarten, elementary school, and high school. The present research project is developed in the elementary school with in the fourth grade.

The school is implementing content language classes in English, such as Science, Mathematics, and Computers. At the moment, in the elementary school, the English class has an intensity of seven school hours per week. This classes are divided in three blocks, two hours for writing processes, two hours for reading processes, two hours for listening and speaking processes, and one hour dedicated to the implementation of a class project. For the implementation of this project, two hours a week were dedicated within the English hour load.

Participants

This Research Project was carried out with 12 forth grade students. All of the students in the classroom belong to the Jewish community, which allows them to interact constantly with in their social group. They belong to a high socio-economical stratus, so most of them have had experiences of traveling to English speaking countries; they are between 10 and 11 years old. They are in an A2

level of English according to the European Framework of Reference, which means that they can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. They can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need. The linguistic needs of the students is based on the need to practice in a continuous way their learning experiences, so they need strategies that allow them to be autonomous in order to favor their learning experiences. On the other hand, the students need to feel that they are reaching some kind of success in order to motivate their learning; they need to see evidence of their work so that they feel confident about their learning.

Data collection instruments

The following data collection instruments were used in order to gather information that gave evidence to the changes that occurred after the implementation of the action plan:

Surveys

According to Elliot et al (2000), surveys are when the investigator asks a group of individuals, questions about a

particular issue. These instruments will help me understand where were the students standing in their autonomous learning behavior before I implemented and after I implemented the online video-making tasks. The surveys will focus on four autonomous learning behaviors: Choosing different aspects of the learning process, cooperating with the learning process of peers, self-assessing the progress of learning, and identifying clear learning goals.

Field notes

Field notes are the notes taken from the process in order to analyze and reflect upon the notes later. According to Burns (1999) field notes are descriptions and accounts of events, which are written, in an objective style. Wallace (1998) recommended finding time to take notes that could be useful for later reflection. This instrument was applied through the while process. I used a format to keep a record of my observations based on the autonomous learning behaviors I planned on enhancing in my students, and the motivational strategies.

Samples of students' work

These samples are three products the students had to create based on the online video-making tasks I designed. Based on their products, they also gave written feedback to their classmates, pointing out how they could improve their videos based on a checklist I provided them. Hopkins (2002) states that documents can provide background information and understanding of issues at the moment of

analyzing data. So this samples are the major product and evidence of the students autonomous development.

Photographs

I also kept a series of photographs of the students' process while developing online tasks. These served as evidence of the motivation the students showed while learning to use the online video-making websites. Burns (1999) states that photographs are a great way to enhance classroom analysis and that they provide visual stimuli that can be integrated into reporting and presenting the research to others.

Data collection procedures

I gathered the data in three stages of the implementation of the project. First, I collected data from the students before the intervention. Then, I collected the information during the implementation, and finally, after the implementation. This process served to compare the students' performance before and after applying the action plan.

In the following part, a description of the stages for data collection is given

Pre-Intervention: In this stage I applied a survey in order to find out the students motivation to a set of autonomous learning behaviors.

While-Intervention: In this stage I applied my online video-making tasks. From this process I collected the

students products, I took photographs while they developed their tasks, and I took field notes of my observations of the students.

Post-Intervention: In this stage the students collected all the files used to create their online tasks and burned a compact disc with their data. Then the students filled a final survey to find out their motivation for an autonomous learning behavior after applying the tasks.

I took into account Triangulation, which is defined by Cohen, et al. (2007) as the use of two or more methods of data collection in the study of some aspect of human behavior. According to Cohen, et al Triangulation is a powerful way of demonstrating concurrent validity, which occurs simultaneously with other instruments rather than after. In this sense the present paper presents Triangulation with the use of two main data collection tools, the field notes and the students' samples. These data collection tools are working simultaneously to give an explanation to the conclusions that the present paper gives.

Chapter 4: Pedagogical Intervention and Implementation

Taking into account the focus of the present study, to motivate my students for an autonomous learning behavior, I decided to carry out one cycle of the action research methodology to prove that online video-making tasks would motivate fourth graders for an autonomous learning behavior.

In order to do this I begun observing the class and taking notes of their attitudes related to the ideal of autonomy. After observing that the learners were not interested in taking responsibility for their learning I understood that they needed motivating tasks that would make them aware of their necessity for autonomy.

To carry out the tasks the students needed to use computers at home and at school, this issue was not an obstacle since they all had computers with internet connection in both places. For developing this project, there were available two classes per week, and one of these classes I was able to do in the computer room of the school.

The following chart summarizes the activities and the stages carried out for this action research:

PROJECT PROGRAM

STAGE	WEEK	DATE	TASKS

Pre	1	May 13th	▪ Piloting the survey
While	1	May 15th	▪ Assigning task One ▪ Give Check list
	2	May 20th	Teaching how to use Animoto.
		May 21st	▪ Assign a peer to check students task. Send E-mail to teacher and peer about the task.
	3	May 26th	▪ Talk about task One. ▪ Assignment of task two
		May 28th	▪ Teaching how to use Xtranormal
	4	June 3rd	▪ Assign a peer to check students task. Send E-mail to teacher and peer about the task.
		June 5th	▪ Talk about task Two. ▪ Assignment of task three.
	5	June 9th	▪ Teaching how to use MashFace. ▪ Assigning Final compilation of their work on a CD.
		June 11th and 12th	▪ Final due of MashFace and compilation of CDs.

			▪ Peer feedback on Mashface videos.
Post	6	June 15th	▪ Presentation of all the videos of the students. ▪ Post survey on autonomous learning behavior.

The student's autonomy that was analyzed in this paper was done based on different authors (Benson, 2001; Brown, 2007; Dörnyei, 2006; Harmer, 2007) that have come up with a description of behaviors that have been put together by me. The behaviors analyzed were: (1) an autonomous learner chooses different aspects of the learning process (materials, activities, topics, assignments, etc.). (2) An autonomous learner cooperates with the learning process of peers. (3) An autonomous learner self-assesses the progress of learning. (4) An autonomous learner defines clear learning goals. (5) An autonomous learner organizes his/her learning process.

I developed three stages in order to analyze if there was an improvement in my students. The present study shows a pre-analysis of the students' autonomous learning behavior by using a questionnaire, an application of online video-making tasks using strategies proposed by Dörnyei to motivate autonomy, and a post-analysis of the students autonomous learning behavior to observe if the motivation applied had increase.

These are the activities designed in order to achieve the main objective set in this project:

- Pre-Survey on Autonomous Learning Behavior.
- Assignment of the first online video-making task (Animoto).
- Peer Assessment of video 1.
- Assignment of the second online video-making task (Xtranormal).
- Peer assessment of video 2.
- Assignment of the third online video-making task (Mashface).
- Socialization and assessment of video 3.
- Socialization of all the videos.
- Post-Survey on Autonomous Learning Behavior.

For the Pre stage of this research methodology I carried out a survey (Appendix 1) that measured the students' autonomous learning behavior. The survey evaluated each of the five behaviors mentioned previously. This data collection tool was done by hand, the students were asked to draw a smiley face according to how much they related to each behavior. This stage was done in the first class.

In the following stage, the while-stage, the students were asked to develop a set of tasks that had the purpose to motivate the behaviors mentioned before. In order to do this I decided to apply a series of strategies that Dörnyei (2006) proposes to motivate autonomy: (1) allow learners

real choices about as many aspects of the learning process as possible. (2) Hand over functions to the learners for cooperative work. And finally, (3) adopt the role of a facilitator.

In order to allow learners choices about their learning, the tasks were focused on their interests. In this case, research about the aspects that were developed they had been given the opportunity to search on books, Internet, friends, family, etc. and they were able to choose their interest by themselves. For the first task they were asked to rank their top 5 interests and find pictures (homemade or from Internet) to create their Animoto presentations (Appendix 5). For the second task they were ask to create a monologue answering the following questions in order to create their Xtranormal animations: (1) What is your number one interest? (2) Why is this interest important to you? (3) What would you like to find out about your interest? And (4) Invite your classmates to get involve with your interest by giving reasons based on question two (Appendix 6). For the last task they were ask to go deeper into question three of the previous task, then search on a representative figure about their interest and learn something about the interest they have chosen. After this, they used the picture to create a MashFace where that representative figure of their interest would answer their question (Appendix 7).

To handover functions of cooperative work, after each task, the students were asked to analyze a peer's video

based on checklists (Appendix 2) given to them when the task was assigned. They sent an e-mail to their classmates telling them how they could improve and what aspects did they like about the video. Finally, I adopted the role of a facilitator by giving them the checklists and helping them with problems they had encounter while developing the tasks. During the development of the tasks I filled a field note format (Appendix 3) for each of the classes, I also took pictures of the students while they were working on their tasks.

For the last stage, post stage, in order to compile the work, they were asked to hand in a CD where they had the pictures they used for doing the tasks, and the scripts they used for the creation of all the videos. They were also asked to write the feedback the received from their classmates. When all the CDs were gathered there was a final presentation with all of the videos they had created. Finally, they filled the post survey (appendix 4) about their work on this task based on the autonomous learning behavior mentioned earlier.

Chapter 5: Data Analysis and Findings

Data Analysis in action research is the stage where statements or assertions about what the research shows are produced (Burns, 1999, p. 153). In order to make these assertions it is vital to organize the analysis with in different stages. In other words in this action research step I attempt to organize the data to make sense of the information gathered while applying the data collection instruments.

For the present study a great amount of data collection tools were gathered using a pre and post survey to measure the motivation of the students towards autonomy, field notes, samples of students' work (the online video productions), and the photographs taken during the process.

In order to organize this data, Norton (2009) presents a strategy called Thematic Analysis. This strategy is used to analyze qualitative information through a set of five steps that will be discussed on the latter part of this paper. The surveys and the evaluations of this project present a different type of information because its analysis must be done using a quantitative perspective. In order to interpret this information Norton (2009) presents a strategy called Frequency Counts, which is a simple method of descriptive statistics useful to display results in a summarized form.

Validity

According to Brown (1997), validity is the degree to which a study and its results correctly lead to, or support, exactly what it is claimed (p. 29). In order to analyze the validity of the data gathered during this research project Burns (1999) proposes to answer some questions in order to respond to the rigor and credibility of the investigation. The questions asked by Burns, respond to an Internal and an External validity of the research project.

For internal validity Burns (1999, p 160) asks the following question: "How trustworthy are the claims that the outcomes are related to the experimental treatment?" This question relates to the relationship of the interventions done in the research context and the data collected. In this case the data that I present comes directly from the students performance during the development of the task. Cohen (2007) suggests that internal validity requires an analysis on three aspects. The first one is the plausibility and credibility of the project, which in the case of this research, the data gathered and the conclusions arrived come directly from facts driven by the data. The second aspect is the quality and amount of evidence required. In this aspect the population that I worked with is relatively small. In this case it was simple to give instructions and do a follow-up of the students' work during the tasks. And finally the clarity on the kind of claims made from the research. The claims of the present research project are based on the

expected objectives of the project, for this reason the clarity of the claims derive strictly from the research.

The other question proposed by Burns (1999, p 160) is related to External validity, "How generalisable to other contexts or subjects is our research?" In this case, Burns reminds us of one of the natures of action research which is researching in a specific context, to a specific phenomena. This means that my action research does not intend to generalize a conclusion, but rather to give teachers tools into how they could solve a problem in their classroom. This means that this type of research has external validity in the sense that it can bring light to teachers that have identified similar problems as the ones I identified in this research, but this paper does not pretend to generalize to solve the classroom problems I identified present in any classroom.

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For the present study a great amount of data collection tools were gathered using a pre and post survey to measure the motivation of the students towards autonomy, field notes, samples of students' work (the online video

productions), and the photographs taken during the process.

In order to organize this data, Norton (2009) presents a strategy called Thematic Analysis. This strategy is used to analyze qualitative information through a set of five steps that will be discussed on the latter part of this paper. The surveys and the evaluations of this project present a different type of information because its analysis must be done using a quantitative perspective. In order to interpret this information Norton (2009) presents a strategy called Frequency Counts, which is a simple method of descriptive statistics useful to display results in a summarized form.

Data Analysis Procedures

The data analysis procedure for the qualitative data found in this paper will be analyzed using thematic analysis. In order to do this Norton (2009) presents seven stages that lead to findings that are supported on the researchers understanding of the data collected.

Stage 1: Immersion. According to Norton (2009, p 118), this is where you read the data collected and note down any themes noticed. In the case of this research, the field notes were used to find the themes that would help to answer the main research question of this project.

Stage 2: Generating categories. In this stage a closer look is given to the analysis of the data to generate categories. In order to do this I took into

account the autonomous learning behaviors that I wanted to improve in my target group. These behaviors served as categories as I found links between them and the autonomous motivational strategies that I used.

Stage 3: Deleting categories. In this process Norton suggests to get rid of categories that only have one or two samples of them. So I did an analysis of the categories and chose the ones that had more supportive data.

Stage 4: Merging categories. In this stage the idea is to label more accurately the categories chosen by looking back at the original tentative themes gotten from stage one.

Stage 5: Checking themes. This step requires revising the information gathered, and finding illustrative quotes as samples in order to use at the time of presenting the findings.

Stage 6: Linking themes. In this stage it is required to analyze the themes found and the relations that are found among them after analyzing the data. According to Norton this is the most difficult stage in this process because there may be pitfalls, so he suggests to bare in mind that "the extracts from thematic analysis are illustrative of analytic points the researcher makes about data, and should be used to illustrate/support an analysis that goes beyond their specific content, to make sense of data…" (Braun and Clarke, 2006, as cited on Norton 2009 p 121).

Stage 7: Presenting your findings. The aim of this stage is to present an analytical narrative that makes some sort of reasoned case in response to the original research question.

In order to do the process above, the conclusions driven from the surveys must be analyzed in the thematic analysis. To do this, I will use a quantitative strategy proposed by Norton (2009) called Frequency counts. This strategy is the simplest way to display statistics in a summarized form. The idea of this type of analysis is to make sense of the "I agree" responses. In order to develop this analysis each question was analyzed. There were five questions asked per autonomous language behavior.

Frequency Counts

In order to analyze the results, each of the questions of the survey was revised. The questions intended to measure one of the autonomous learning behaviors described above. In order to choose only the relevant data, Sagor (2000) suggests grouping the relevant information of the study in piles. I decided to select the relevant information of the surveys applied by choosing the ones that made significant changes from the pre to the post survey in the " I agree" responses and I grouped them based on the autonomous learning behaviors measured. The following part of this paper will give the results of the questions for each behavior evaluated in a chart and then analyze the findings derived from the major changes of opinion in the students' responses to the questions.

Behavior 1: Choosing aspects of the learning process.

| | # Students | | # Students | | # Students | |
| | I agree | | I somewhat agree | | I do not agree | |
Question	Pre	Post	Pre	Post	Pre	Post
1. I look for materials to learn in better way things that I consider difficult.	1	14	14	1	0	0
2. I use Internet to do tasks for school.	5	7	9	6	1	2
3. I use Internet to learn about my interests.	11	10	4	4	0	1
4. I prefer to do tasks using Internet than tasks using textbooks	9	9	6	5	0	1
5. I learn better when I choose the topics of my tasks.	6	13	9	2	0	0

In this chart the most relevant changes were shown in questions one and five. Taking this into account we can conclude these findings:

- The students were aware that they could look for materials in order to learn in a better way, knowledge that they considered difficult.

- After allowing them to choose their interests in order to develop the tasks proposed in this project the students were more motivated for their learning.

Behavior 2: Cooperating with the learning process of peer.

| | # Students | | # Students | | # Students | |
| | I agree | | I somewhat agree | | I do not agree | |
Question	Pre	Post	Pre	Post	Pre	Post
6. I like to help my classmates when I can.	7	6	8	9	0	0
7. I learn better when my classmates help me.	2	12	13	3	0	0
8. I give suggestions to my classmates about how they can improve a task.	0	9	13	4	2	2
9. I enjoy learning from my classmates.	0	9	13	6	2	0
10. I like to receive help from my classmates.	6	8	9	6	0	1

This chart shows that the questions that students had a significant change of opinion were number seven, eight and nine. Based on this, the following findings were made:

- The students learnt better when their classmates helped them while carrying out the online video-making tasks.

-   The students enjoyed giving suggestions to their classmates for improving the tasks they were asked to do during the development of this research.

- The students enjoyed learning and receiving help from their classmates, they were aware that their classmates could help them as well as the teacher.

Behavior 3: Self-assessing the progress of learning.

| | # Students | | # Students | | # Students | |
| | I agree | | I somewhat agree | | I do not agree | |
Question	Pre	Post	Pre	Post	Pre	Post
11. When I get the results of a test I do not correct it unless my teacher tells me to.	10	7	5	6	0	2
12. After I finish a task I do not correct it unless my teacher tells me to.	10	3	4	11	1	1

13. After I finish a task I think about how to improve it.	1	8	11	7	3	0
14. I check my tasks before I hand them in.	3	10	9	3	3	2
15. When I finish a task I analyze what I learnt.	0	4	8	11	7	0

This chart shows that the questions that had a significant change of opinion in the "I agree" response, were questions twelve, thirteen, and fourteen. Based on this, these are the findings:

- The students showed motivation for correcting their tasks on their own.
- Most of the students were motivated to improve their tasks once they finished them.
- The students became aware that they could improve their tasks after they finish them, before handing them in to the teacher.

Behavior four: Defining clear learning goals.

	# Students		# Students		# Students	
	I agree		I somewhat agree		I do not agree	
Question	Pre	Post	Pre	Post	Pre	Post
16. When I start a task I know what my learning goal is.	2	11	6	4	7	0
17. I know what the goals of this school period are for my subjects.	0	6	8	5	7	4
18. I usually achieve my goals.	2	8	13	7	0	0
19. I understand my personal goals.	9	11	6	4	0	0
20. I understand the goals that my teachers set for me.	0	8	13	7	2	0

This category of autonomous learning behavior was the one that had more changes of opinion. According to this chart the most relevant changes in the "I agree" response were number sixteen, seventeen, eighteen, and twenty. Here are the findings:

- The students were aware of the importance of knowing what their learning goals are for doing the different tasks.

- As a consequence of the finding above, the students realized that it was important to recognize the goals of the subjects for the school period.

- The students were able to achieve their goals.

- The students understood the goals that the teacher set for them.

Behavior five: Organizing his/her learning process.

Question	# Students I agree		# Students I somewhat agree		# Students I do not agree	
	Pre	Post	Pre	Post	Pre	Post
21. I follow a schedule to manage my time.	4	4	5	2	6	9
22. I set deadlines for developing parts of tasks.	0	3	12	9	3	3
23. I plan a series of steps for doing a task.	1	3	10	8	4	4
24. I organize my study place in a way that I feel comfortable to work.	9	10	5	3	1	2
25. I set specific goals before I look for	2	7	11	6	2	2

information.						

This table shows that this behavior was the one that had the least changes in the "I agree" response. The only question that has a dramatic change was number twenty-five. Here is the finding:

- The students were aware of the importance of setting specific goals before they looked for the information they needed in order to develop tasks.

Thematic Analysis

Stage 1: In this I decided to write down some general themes that came up after analyzing the data gathered with the data collection tools and the data analysis results from the Frequency Counts. These were the themes that helped me answer the main question of this research project:

- Motivation
- The role of a Facilitator
- Autonomous learning behavior
- Cooperation
- Setting Goals and assessment

Stage 2: In this step I found that the categories that would prove the improvement of motivation in my students according to the results were the relation between the motivational strategies and the autonomous learning

behavior aspects that I chose. Based on this I came up with this chart that would summarize the categories presented in the analyzed data:

Autonomous learning behaviors	*Autonomous learning motivational strategies*		
	a) Allow learners real choices about as many aspects of the learning process as possible.	**b) Hand over functions to the learners for cooperative work**	**c) Adopt the role of a facilitator**
1. An autonomous learner chooses different aspects of the learning process	Category 1A: The learner chooses aspects of his/her learning.	Category 1B: The learner shares with a classmate her/his choices for learning.	Category 1C: The role of facilitator allows the learner to choose aspects of her/his learning.
2. An autonomous learner cooperates with the learning process of peers.	Category 2A: Choosing aspects of learning allows cooperation between classmates.	Category 2B: Allowing learners to cooperate with each other.	Category 2C: The role of facilitator allows learners to cooperate among them.
3. An autonomous learner self-assesses the progress of learning.	Category 3A: The students' choices of learning enables them to self assess	Category 3B: Cooperation helps the learners to self assess their learning	Category 3C: The role of facilitator allows the students to take seriously their self-

	themselves.	process.	assessment.
4. An autonomous learner defines clear learning goals.	Category 4A: Allowing learners choices of their learning allows them to set clear learning goals.	Category 4B: Working with their classmates helps them define clear learning goals.	Category 4C: The role of a facilitator allows learners to set clear learning goals.
5. An autonomous learner organizes his/her learning process.	Category 5A: Allowing choices about learning helps students to organize their learning process.	Category 5B: Knowing what their classmates are doing helps them organize their learning process.	Category 5C: Adopting the role of a facilitator helps students to organize their learning process.

Stage 3: The following categories were the ones that presented the most support based on the data gathered and the frequency count analysis done in the previous part:

- The learner chooses aspects of his/her learning.

- The learner shares with a classmate her/his choices for learning.

- The role of facilitator allows the learner to choose aspects of her/his learning.

- Allowing learners to cooperate with each other.

- Cooperation helps the learners to self assess their learning process.

- The role of a facilitator allows learners to set clear learning goals.

- Working with their classmates helps them define clear learning goals.

- Knowing what their classmates are doing helps them organize their learning process.

Stage 4: Based on Norton (2009) this step is about collapsing the previous categories in order to relabel them as themes. So based on the themes gathered on step one and the categories mentioned in the previous stage I have come up with the following themes that summarize the findings of the present research project:

- Motivation for decision making in tasks.

- Cooperation among peers.

- Self-assessment of the learning process.

- Recognizing and achieving learning goals.

- Organizing the learning process.

Stage 5: For this step I gathered the information in the frequency count analysis and the data collection instruments, in order to triangulate the information to prove the themes that summarize the findings of this project:

Motivation for decision making in tasks

In this theme the students demonstrated that they were able to choose the aspects they wanted to learn. For the first task the students were asked to select their interest according to their importance, they were motivated

to participate in order to let other classmates know about their interest. The following excerpt from my field notes illustrate how the learners were motivated towards this aspect:

> Today the students were eager to participate in class by sharing their interests to the class. Different ideas came up and many of the students wanted to talk about how much they knew of their interests.

Excerpt 1: Field notes task 1

This excerpt triangulates with question five from the pre and post survey, where the students demonstrated motivation for learning better when they chose the topics.

Question Five: I learn better when I choose the topics of my tasks.
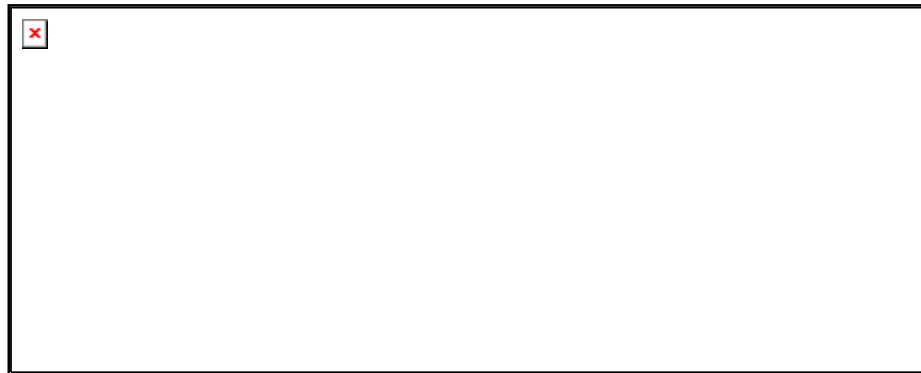
The graph shows that in the pre-survey most of the students somewhat agreed that they learnt better when they chose the topic of their tasks. After allowing them to choose their interests in order to developed the tasks proposed in this project, the students showed a substantial

change of opinion in which most of them agree with the statement.

The students also showed motivation for using their own photographs to show themselves carrying out activities that related to their interest. The following excerpt shows evidence of students taking decisions for using photographs they took for their first task.

Excerpt

> The students brought to class pictures downloaded from internet, but many of the students took pictures of their own in order to create their Animoto presentations, they liked being able to take charge of their learning.

2:

Field

notes Task 1

In the following tasks the students showed that they were able to learn about their tasks. For the Xtranormal task the learners showed ability to create questions about their interests, this shows an ability of self-questioning. And for MashFace, the students were able to use Internet as a tool to find new information about their interests.

> The students were able to make questions about their interests. At first many of them asked questions that they knew the answer, I suggested them that it was important to learn something from their question, and they tried to ask questions that they really wanted to know about their interest.

> The learners were able to find the answers to their questions. I asked some of them to tell me about their interest and their questioning about it. The students did not use their memory to talk about their interest; they really knew what they were talking about.

Excerpt 3: Field notes Task 2

Excerpts 4: Field notes Task 3

The last two excerpts triangulate with question one from the Pre and post survey, which was related to finding materials in order to learn better.

Question One: I look for materials to learn in better way things that I consider difficult.
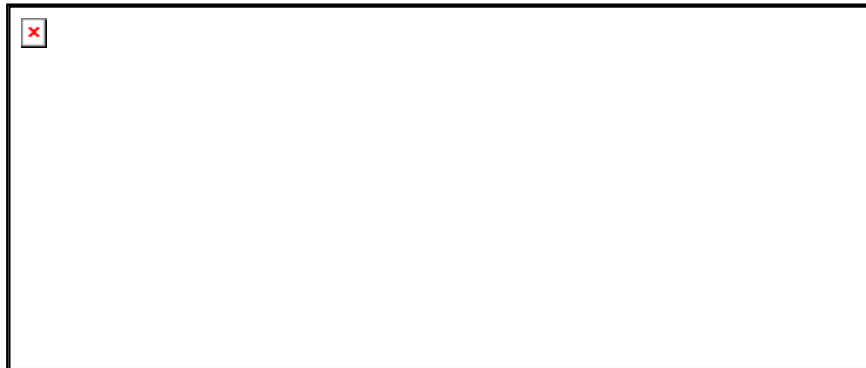
The graph shows that in the pre survey most of the students somewhat agreed that they could look for materials to learn better things that they considered difficult. After developing the online video tasks, the post survey shows a drastic change. The students were aware that they

could look for materials in order to learn in a better, way knowledge that they considered difficult.

Based on the excerpts and the pre and post survey responses it is possible to conclude that the students demonstrated a change in their motivation for making decisions of their tasks. We can say that they are now aware that when they participate in their learning process, they can improve their learning process.

Cooperation among peers

The students demonstrated to be capable of being less dependant from the teacher and ask their classmates for help and/or guidance. In order to do this I adopted the role of a facilitator.

> The students came to me for asking how to develop the task in Xtranormal, after I explained. I saw some learners that understood the instructions very well, but others came to me for guidance. I encourage them to ask other classmates before asking me for help, after this they were all helping each other.

Excerpt 5: Field notes Task 2

According to the pictures (Appendix 8), the students were helping each other and ask for minimum help from the teacher. The photographs demonstrate the way that the students required help or just viewed how were they supposed to work for the tasks. The following graphs also show the improvement that the students had in their

motivation for helping others and receiving help from their classmates:

Question seven: I learn better when my classmates help me.

The graph shows that most of the students changed their opinion about letting their classmates help them. According to the graph most of them somewhat agreed that they learnt better when their classmates helped them before applying the online video-making tasks. After applying this instrument most of the students agreed with the statement.

Question eight: I give suggestions to my classmates about how they can improve a task.
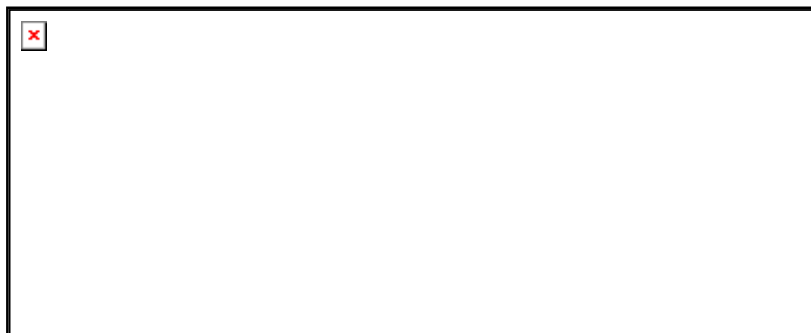
The graph shows that most of the students gave suggestions to their classmates for improving the tasks they were asked to do during the development of this research. Thus, we can conclude that most of the students were aware of the help that they could give to their classmates.

Question nine: I enjoy learning from my classmates.

These results show that the students were aware that they enjoyed learning from their classmates. According to the pre-survey, none of the students agreed with the statement, but after doing the online video-making tasks, most of them agreed.

The graphs showed that the students became much more aware of the importance of helping peers and being helped by them. Based on field notes the students enjoyed giving feed back to the students because it helped them.

I asked the students if they found helpful
the feedback gotten from their classmates,
and they all agreed that thanks to the
checklists, they were able to give feedback
and receive good help from them. The
students agreed that their classmates can
help them see things they overlooked in the
instructions.

Excerpt

6: Field notes Students' feedback

As a conclusion we can say that the students showed
motivation towards peer cooperation. They became aware of
the importance of helping peers, and most importantly they
have started to see the teacher as a facilitator of the
learning process.

Self-assessment of the learning process

For this theme the learners were able to self-assess
their learning process. This was thanks to the checklists
that were provided to them. Checklists helped them know
what they needed to do in order to develop their tasks.
They were aware of their capability to be critical with
their own work. In this respect I asked the learners about
their experience with checklists and the following excerpt
states some of their answers.

I asked the learners about the checklists
and how they helped them, and these are some
of their responses: I knew what I needed to
do. It helped me to check my work and also
to do my peer correction. The checklists
helped me guide the way I was doing my work.

Excerpt   *7:*

Field notes Student's feedback

The learners demonstrated that they were able to check

their own work before they handed it in to the teacher or
to their peers. According to the next excerpt they were
able to notice things they had missed at the time of
developing the tasks.

The students told me that they found many
aspects they did not do after revising the
checklist. One of the students said that he
paid too much attention to the Xtranormal
scenario, and when he self assessed his
video, he noticed he had missed many things.

Excerpt   8:

Field notes Task 2

In order to triangulate the previous excerpts, the
following graphs show the change of mind of the students at
the time of self assessing their work.

*Question twelve: After I finish a task I do not correct it
unless my teacher tells me to.*

In this graph the students showed that before the tasks
were implemented, they did not corrected a task unless the
teacher told them to. After developing the online video-
making tasks the graphic shows that they are now willing to

take into account the improvement of their work after the teacher hands back the feedback.

Question thirteen: After I finish a task I think about how to improve it.
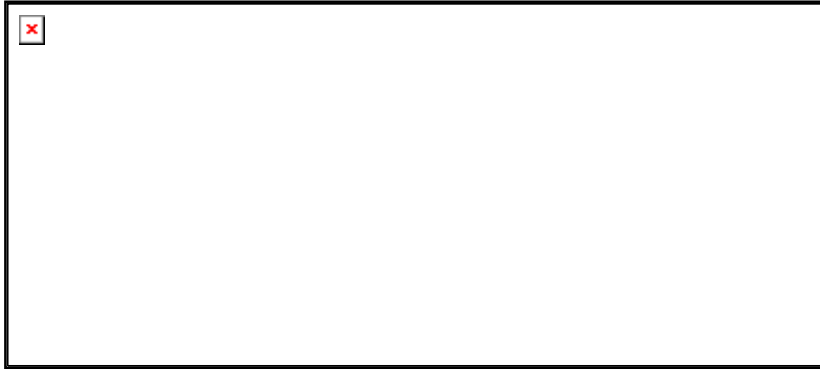
The graph shows that most of the students changed their opinion about improving their tasks once they finish them. According to excerpt eight, the learners were much more into their tasks, and were able to improve them.

Question fourteen: I check my tasks before I hand them in.

Most of the students are now more aware about checking their tasks before they hand them in to the teacher; this proves that if the learners know what is expected from them, they perform better.

In conclusion, the learners were able to motivate their self-assessment of the tasks, in order to do this the checklists prove to be an important aspect for motivating self-assessment.

Recognizing and achieving learning goals

It was very important for the learners to recognize what were they supposed to be learning. It was shocking to find put that none of them knew what their learning goals were for the school term in the other subjects. The students analyzed the importance of understanding the goals by asking questions about what they wanted to do for their own projects. The following Excerpt demonstrates their awareness towards setting and recognizing goals.

> When I asked the students to say what they wanted to find out about their interests, it was difficult for them to know what exactly they wanted to know. I took advantage of this moment to talk about the importance of setting personal goals. After this, the students start to set their goals for developing tasks, for their life, and for their interests as a way to give examples.

Excerpt 9: Field notes Task 1

The learners demonstrated that they are able to set personal goals and reflect upon them. The following graphs triangulate the excerpt mentioned:

Question sixteen: When I start a task I know what my learning goal is.

The graph shows that very few students knew what their learning goal was, however the results of the post survey show a drastic change of opinion. The learners realized that they could know and understand the objectives of the tasks.

Question seventeen: I know what the goals of this school period are for my subjects.

This graphic shows a clear change of opinion about knowing what the learning goals of their school subjects were. This shows that they were more conscientious at the time of facing the learning achievements.

Question eighteen: I usually achieve my goals.

The graph shows that about half of the students realized that they achieved the goals. This means that they are aware of the importance of achieving goals.

Question twenty: I understand the goals that my teachers set for me.

Most of the students agreed that they understood the learning goals that the teachers set for them.   However a big percentage remains in the "somewhat agree" response.

In conclusion, the fact of recognizing learning goals proved to be an important aspect of the autonomous learning behavior, because based on this item, the students were conscious about their learning outcomes.

Organizing the learning process

For the final theme the students were able to organize their learning process by doing schedules, and setting specific goals and deadlines for their tasks.   The following excerpt talks about the learners being negative about schedules but finding solutions for organizing their learning.

When I presented the students with a format for scheduling their deadlines for their tasks, they did not like the idea; they felt that they could not have their time prescheduled for developing schoolwork. In order to allow them to take decisions about their learning they decided that the best way to keep track of their tasks was their agenda. They argued that they did not like having more formats for reminding them of their tasks.

Excerpt 10:

Field notes Task 1

The following chart proves that the students were able to plan their tasks by making specific goals for their activities. This helped the learners find an attainable goal in order to create an action plan for developing their tasks.

Question twenty-five: I set specific goals before I look for information.

The majority of the students accepted to change the behavior about setting goals for themselves at the time of looking for information. This is clear evidence for them being able to organize their learning process.

Stage 6: In this stage I looked for the interaction of the themes within the results research project. According to the findings mentioned above, the learners interacted among the autonomous learning behaviors constantly, the following were the main interactions among themes found based on the results:

- Making decisions about the students' learning process, implied setting clear learning goals.
- Self assessment of tasks contributed to peer assessment.
- Setting goals helped the learners organize their learning process.
- The online video-making tasks served to apply the following motivational strategies: allowing learners real choices about their learning process, handing over functions to the learners for cooperative work, and the teacher adopting the role of a facilitator. These strategies improved the motivation for the following learning behaviours: Choosing different aspects of the learning process, cooperating with the learning process of peers, self-assessing the progress of learning, defining clear learning goals, and organizes the student's own learning process.

Stage 7: In a summarized way these were the findings that response to the question of the present action research:

- The students showed motivation for making decisions and participating in the online video-making tasks.
- The students improve their motivation for cooperating with their peers. They shared the knowledge they gathered while making their video tasks. The teacher served only as a facilitator.
- The students demonstrated an understanding of the importance of self-assessing their learning process.
- The students were able to recognize the learning goals of their tasks and achieve them.
- The students demonstrated an improvement in organizing the development of their tasks.

Chapter 6: conclusions, Pedagogical Implications and

Further Research

Conclusions

Based on the question that motivated this action research (Will online video-making tasks increase fourth grader's motivation for autonomous learning behavior?) I found an affirmative response that draw the following conclusion: Online video-making tasks increased fourth graders motivation for the following autonomous learning behaviors: Choosing different aspects of the learning process, cooperating with the learning process of peers, self-assessing the progress of learning, defining clear learning goals, and organizing the student's own learning process. Along the side of the online video-making tasks the following motivational strategies were used: allowing learners real choices about their learning process, handing over functions to the learners for cooperative work, and the teacher adopting the role of a facilitator.

Pedagogical implications

The pedagogical implications of this action research project rely in two main aspects, the fact that teaching autonomy is possible for children, and that the use of web 2.0 tools are a useful motivational strategy.

The students I teach are 10 and 11 years old. At first I was very skeptic about promoting autonomy in such an early age, but based on the practice of this project, I

have come up with the conclusion that it is possible to motivate an autonomous learning behavior in this age.

Likewise, the use of web 2.0 tools has demonstrated that Internet has numerous tools that serve for promoting autonomy and for teaching a second language. This project proved that the three web 2.0 tools used motivated the students for becoming autonomous learners.

In conclusion, the fact that students have such a great access to information thanks to the Internet needs to be taken into consideration by the new generation teachers. Since, these tools promote autonomy and for this life long learning.

Limitations

Publishing videos on the Internet has had a lot of issues, especially when working with children. People usually think that their lives are invaded and bad intended persons may use their videos to modify them and manipulate them with negative intentions. This may be a problem at the time of publishing videos. It is important to be very cautious about this issue.

At the time of using Internet, there is always the same limitation, you depend on the fact of being connected in order to carry out your classes. The main limitation I had, was that the website MashFace does not exist anymore, this cause me to lose a lot of information from my students.

In order to access most of the Web 2.0 tools, you must be registered, and you may do this only if you are over 13 years old. The problem here is that the students could register because they are not allowed. The solution I did for this problem was to create a general account for the whole class under my supervision, where all the students my access through that account.

Further research

The following topics may derive from this research in order to do future research:

- The first aspect may be to carry out other action research cycle.

- Teaching autonomy to children.

- The impact of web 2.0 tools in the development of autonomy.

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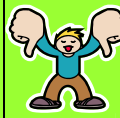   classroom. Retrieved March, 2009, from
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Appendix 1

Autonomous behavior survey

Please respond the following statements by telling me **how true the statements are for YOU**. Read each statement and select your response with a smiley face as follows:

- I agree.
- I somewhat agree.
- I do not agree.

	Statements	I agree	I somewhat agree	I do not agree
	I look for materials to learn better things that are difficult for me.			
	I use internet to do tasks for school.			
	I Use internet to learn about my interests.			
	I prefer to do tasks using internet than tasks using textbooks.			
	I learn better when I chose the			

	topics of my tasks.			
	I like to help my classmates when I can.			
	I learn better when my classmates help me.			
	I give suggestions to my classmates about how they can improve a task.			
	I enjoy learning from my classmates.			
	I like to receive help from my classmates.			
	When I get the results of a test I do not correct it unless my teacher tells me to.			
	After I finish a task I do not correct it unless my teacher tells me to.			
	After I finish a task I think about how to improve it.			
	I check my tasks before I hand them in.			
	When I finish a task I analyze what I learnt.			
	When I start a task I know what my learning goal is.			
	I know what the goals of this school period are for my subjects.			
	I usually achieve my goals.			
	I understand my personal goals.			
	I understand the goals that my teachers set for me.			
	I follow a schedule to manage my time.			

	I set deadlines for developing parts of tasks.			
	I plan a series of steps for doing a task.			
	I organize my study place in a way that I feel comfortable to work.			
	I set specific goals before I look for information.			

Appendix 2

Animoto Checklist

Aspect	**Check**
I used original pictures for my Animoto presentation.	
My video is organized in a way that is easy to understand.	
I have no grammar, spelling, or punctuation mistakes.	
I sent the video to my teacher and to my peer corrector on time.	

Xtranormal Checklist

Aspect	**Check**
The video addresses the four questions given for the task.	
The video uses more than 4 cameras shots.	
The video has logical pauses.	
The video is understandable. (For this you need to check punctuation, spelling, and grammar)	
The video uses different tools given by Xtranormal.	
I sent the video to my teacher and to my peer corrector on time.	

Mashface Checklist

Aspect	Check

The video addresses what you wanted to know about your interest.

The picture you used is logical with your topic.

The voice recorded is understandable. (For this you need to check pronunciation and grammar)

The mouth recorded does not move too much.

The video uses different tools given by Mashface.

I sent the video to my teacher and to my peer corrector on time.

Appendix 3

Field notes format

Date:	Time:
Class #	**Students in class:**
Task:	**Absence, late, leave early:**
Class Objective: **Was the goal reached?**	**Evidence**
Autonomous behavior objective:	**Observations**
Strategy used for motivation:	**Observations**
Difficulties	**Successes**
Additional relevant information	
Class ending time:	**This format was filled on** _____ **at** _____ .

Appendix 4

Autonomous behavior

Post -Survey

After implementing the tasks asked by your teacher, please respond the following statements by telling me **how true the statements are for YOU**. Read each statement and select your response with a smiley face as follows:

- I agree.
- I somewhat agree.
- I do not agree.

Statements	I agree	I somewhat agree	I do not agree
I look for materials to learn better things that are difficult for me.			
I use internet to do tasks for school.			
I Use internet to learn about my interests.			
I prefer to do tasks using internet than tasks using textbooks.			
I learn better when I chose the			

	topics of my tasks.			
	I like to help my classmates when I can.			
	I learn better when my classmates help me.			
	I give suggestions to my classmates about how they can improve a task.			
	I enjoy learning from my classmates.			
	I like to receive help from my classmates.			
	When I get the results of a test I do not correct it unless my teacher tells me to.			
	After I finish a task I do not correct it unless my teacher tells me to.			
	After I finish a task I think about how to improve it.			
	I check my tasks before I hand them in.			
	When I finish a task I analyze what I learnt.			
	When I start a task I know what my learning goal is.			
	I know what the goals of this school period are for my subjects.			
	I usually achieve my goals.			
	I understand my personal goals.			
	I understand the goals that my teachers set for me.			
	I follow a schedule to manage my time.			

	I set deadlines for developing parts of tasks.			
	I plan a series of steps for doing a task.			
	I organize my study place in a way that I feel comfortable to work.			
	I set specific goals before I look for information.			

Appendix 5

To access a sample of an Animoto video created by my students, access the following link:

http://www.youtube.com/watch?v=Z-Z_0w7m8Do

Appendix 6

To access a sample of an Xtranormal video created by my students, access the following link:

http://www.youtube.com/watch?v=_-FrWnXQmc4

Appendix 7

To access a sample of a MashFace video created by my students, access the following link: http://www.youtube.com/watch?v=L4excI3V1rI

Appendix 8