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Influence of Online Book Clubs on Pre-Service Teacher Beliefs and Practices

Jennifer Smith and Marla Robertson

Abstract

This article explores the use of an online book club with pre-service teachers, from idea to implementation. Undergraduate students from two literacy courses discussed professional texts through online discussions. The purposes of this project were to familiarize pre-service teachers with collaborative online platforms, encourage discussions that challenged pedagogical beliefs, and provide pre-service teachers with a model for continued professional development. Data from instructor observations, online discussions, and questionnaires suggest that the design of the online book club impacted pre-service teachers' beliefs about teaching and learning, lesson preparation, and plans for future teaching.

Curriculum decisions often are made based on multiple factors. As literacy professors of pre-service teachers, each semester we review the expectations of the courses we teach to determine if any changes need to be made. We know that we need to prepare our pre-service teachers to understand the complex thinking that goes into decisions they will make in their future classrooms and for their own continued professional learning. During this evaluation process one semester, we contemplated changes to a literacy assessment and instruction course that we were teaching. Three topics emerged in this discussion: technology integration, teaching skills versus teaching students, and continued professional learning.

Embedding technology into literacy methods courses as well as field experiences for pre-service teachers is an effective way to influence future classroom use of technology (Labbo & Reinking, 1999; Larson, 2008). Also, in many classrooms nationwide, students are engaging in online literature discussions in lieu of traditional, face-to-face discussions. As students interact online to discuss texts that they have read, they are socially constructing individual and shared meaning of the text (Vygotsky, 1978). This is important, as a unique meaning is made each time a reader interacts with a text that cannot be replicated by the reader or other readers (Rosenblatt, 1994). Yet, when students share their ideas about a book with their peers, they are increasing their understanding of various perspectives and joining the literacy club (Smith, 1988). These differing viewpoints will be brought to their next reading and enhance future understanding. This shared language, even in digital form, can challenge our students' thinking (Moreillon, Hunt, & Ewing, 2009; Wolsey, 2004) as they consider other interpretations and synthesize all the shared information to form new ideas (Rizopoulos & McCarthy, 2009).

Online literature discussions have been used in a variety of ways (Bromley et al., 2014; Day & Kroon, 2010; Larson, 2008). These types of discussions have been used outside of the classroom as meeting places for students to

discuss books (Stewart, 2009), and studies of online student discussions report increased communication, literacy, and community building (Carico, Logan, & Labbo, 2004; Grisham & Wolsey, 2006).

In preparing pre-service teachers to practice, it is important to reinforce the idea that learning how to be a great teacher does not end the moment our students walk across the stage with their diploma in hand. Teachers are expected to continue learning how to improve their craft throughout their career, and often that professional learning is self-directed (Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009). Literacy teachers, in particular, are encouraged to continue developing their knowledge and take charge of their professional growth (Snow, Griffin, & Burns, 2005). Teacher preparation must model ways that pre-service teachers can continue their professional growth in their future teaching careers while also learning specialized skills for particular courses, and book clubs are one avenue to achieve this goal (Burbank, Kauchak, & Bates, 2010).

Rationale and Purposes for Our Online Book Club

Traditionally, students in our pre-service classrooms spend a great deal of time reading the assigned textbooks for the course, incorporating the strategies into lesson plans for their field-based practicums, and reflecting on these teaching experiences. We found that our students were successfully incorporating the literacy strategies discussed in class, yet often sold back the textbooks, full of great teaching strategies and ideas, at the end of the semester. If much of our course was built around the information in the textbooks that we hoped our students would bring into their future classrooms, we realized that much of the information would be lost or forgotten if they did not open the books again.

As we brainstormed potential activities to help our pre-service teachers understand the importance of continued learning, we identified several key elements as important. First, we wanted our students to realize that teacher professional development is ongoing and often incorporates reading of professional literature. Second, we felt it was important for pre-service teachers to become familiar with online educational platforms. Third, we wanted our students to have another place for conversation and learning to occur as a way to develop a community of learners (Rogoff, Matusov, & White, 1996) because our classes only met once a week. We hoped that our students would experience a shifting of beliefs about reading, writing, and dialogue as overarching ideas in teaching and learning. After considering these elements, we decided to incorporate an online book club into our course syllabi.

Our conceptualization of an online book club was grounded in a social constructivist (Vygotsky, 1978) and reader response (Rosenblatt, 1994a; 1994b) perspective. An

essential element to the shared meaning-making of texts was the influence of language, both oral and written. We drew upon Rosenblatt's transactional theory, understanding that no two reading events are the same, as each time a reader interacts with a text, a unique meaning is constructed. Thus, when the reader uses language to discuss his understanding of the text he is consequently furthering the understanding of those who listen. This new understanding from the discussions will then influence any subsequent readings that the reader engages in. Likewise, we drew on Vygotsky's work that social interaction, often in the form of language, is essential to learning and development. Allowing students to collaborate and learn from each other was a central component of the shared meaning-making we hoped would occur within the book club discussions.

Our online book club included pre-service teachers from two sections of a literacy assessment and instruction course. Each section was taught by one of the authors. All students within the two sections participated in the online book club, as this was a course requirement. However, only data from the 31 students who signed the informed consent form are discussed in this article.

The course incorporated a field-based teaching experience during the second half of the semester where the pre-service teachers worked one-on-one with an elementary student from a local school. The first half of the semester was devoted, in part, to learning about various literacy assessments that could be used to identify elementary students' needs. As our pre-service teachers designed their lesson plans during the second half of the semester, they were expected to use their analysis of these assessments to create individualized lessons.

Online Book Club Design

As we designed the online book club for this course, we considered current professional books that could be read quickly and were representative of the type of book an in-service teacher would read. Although students' participation would be graded, we wanted the assignment to be an authentic experience. This notion of authenticity influenced us throughout the planning process as we considered five specific topics: the online platform, choice of books, expectations, time frame, and a culminating project. We created these topics based on our personal experiences teaching pre-service teachers and our experiences with book clubs.

Online Platform

Consistent with The Technology Integration Planning Cycle for Literacy and Language Arts (Hutchison & Woodward, 2014), we considered our instructional goal and approach before choosing a platform. We also wanted our pre-service teachers to become familiar with an online discussion platform they could use with their future students, and we knew they were more likely to do so if they were familiar with the tool themselves. We chose to use Edmodo (2017) because it was designed for use by teachers and students. It included features such as password protection, small group

options, and apps for mobile devices. Each class had their own account, and groups were divided within each class based on the different books.

Choice of Books

Consistent with our philosophy of the elements included within literacy instruction, we decided to choose books that reflected the areas of reading, writing, and dialogue. It was important for us to choose books that were different from traditional pre-service textbooks, including length and readability. We were careful to select books that we felt would be engaging and hopefully motivate our pre-service teachers in the future to choose their own books for continued learning.

The three books that we chose included *The Book Whisperer* (Miller, 2009) to reflect the area of reading, *A Writer's Notebook* (Fletcher, 1996) to discuss writing, and *Choice Words* (Johnston, 2004) to engage our students in thinking about language and dialogue. Consistent with traditional literature circles (Daniels, 1994), we felt it was important to allow our pre-service teachers a choice in the book they read. We discussed each book in class, gave each student a ballot, and asked them to rank the books in the order they were most interested in reading. These ballots were used when we formed the book club groups, and we ensured every student was assigned to a first or second choice book (see Figure 1).

Expectations

It was important for us to consider our expectations for the online book club and to share the expectations with our pre-service teachers. First, we expected that students would engage in meaningful conversations about the books they were reading. Second, we expected that all students would participate and contribute to the online discussions as they would be asynchronous and allow students to post their thoughts at their convenience. We were conflicted about whether the students should receive a grade for their participation as we wanted the discussions to be authentic and not forced. In the end, however, we concluded that the online discussions were a class assignment, and attaching a grade to the assignment would accurately reflect their participation. We designed a rubric to promote rich discussion among the group members that included references to (a) the quality of the online contributions, (b) requirements for consistent posting, (c) inclusion of new ideas, (d) inclusion of questions, (e) responses to peers' contributions, and (f) connections to assessment or instruction. Students were expected to post a minimum of three comments per week, including a combination of questions, insightful replies, and comments to stimulate further discussion. It should be noted that we did not participate in the online discussions as the expectation was for the students to create meaning among themselves without an instructor to refer back to and answer the questions they posted.

Timeframe

We decided to implement the online book club early in

the semester. The pre-service teachers would begin teaching in local elementary schools mid-semester, and we wanted to ensure they had finished their book discussions prior to their lesson planning. While we did set boundaries on the timeframe (four weeks to discuss the books online), the students met with their group members in class and decided together how many chapters they wanted to discuss each week. After the online discussions were complete, each group had several weeks to decide how they wanted to share their newfound knowledge with their classmates.

Culminating Project

We felt it was important for pre-service teachers to have a basic understanding of all of the material and how each topic (reading, writing, and dialogue) could be applied to their teaching. The groups were provided with a rubric for a whole-class presentation and instructed to provide a handout for all classmates. The rubric included elements such as (a) overview of the book, (b) connections between the book and assessment/instruction, and (c) references to how the book had influenced the group members. Students were given freedom to decide how to present the content of the book they read with their classmates, what format (technology infused or traditional) to use for the presentation, and details regarding the handout. The culminating project will be further discussed in the "Instructor Observations" section of this article.

Implementation and Observations

Using the considerations discussed above, we implemented the online book club into our pre-service assessment and instruction classes, excited about the potential outcomes to student learning and thinking. This section documents the impact the book club had on our students, on our classroom community, and on us as the instructors. We first discuss our observations as the instructors of the courses and then present student responses from the discussions and an end-of-the-semester questionnaire.

Instructor Observations

There was an undeniable excitement among the pre-service teachers about the different books. After creating the book groups, we were reminded of the power of choosing a book. Our students were interested in reading different books, which was evident in their rank ordering on the book choice forms. As students began reading, they started talking about the books offline as well as online. The students were excited about their reading, eager to engage in discussions with us or their classmates regarding the material, and delighted to share personal accounts related to their books. One of the students shared that she was reading her book during another class and was asked about it by her instructor. After sharing and discussing the book, the instructor stated that she planned to use it with her future classes. Several of our students discussed a desire to read additional books by the same author as their chosen text. These observations illustrate that the students experienced the power of shared meaning making and suggest that many of them may continue

their personal professional development by seeking out further reading material.

After the students concluded their online discussion, they began creating their culminating presentation as a way to share their book with the class. We observed that the students felt a responsibility to their classmates and took the assignment of presenting the contents of their book and online discussions seriously. The groups were creative in their dissemination of the material, as we observed groups choosing to present the important pieces from their book using a handout, brochure, PowerPoint, or Prezi. The uniqueness of the presentations reminded us that when students are given creative freedom, the product is often better than expected.

Student Online Responses

As we read and reread the discussion threads, we documented the types of responses the pre-service teachers were posting. We first looked for responses that addressed an aspect of our rubric, including questioning peers, building off peers' responses, discussing specific parts of the reading (including quotations), explaining why it was important or interesting, and making connections to teaching. Since the online discussions were graded using the rubric, we were curious whether these considerations would show up in the responses. We found that some responses fit into additional categories, such as text-to-self connections, references to the purpose, and general enjoyment of the book. This section provides examples of the types of online discussions that were occurring within the different groups and is divided into three categories: (a) connections to personal experiences, (b) the power of dialogue, and (c) moving beyond the rubric. All names are pseudonyms, and all excerpts from the online discussions have been copied verbatim without correction. While some of the online posts did contain errors in conventions, students were not graded on the grammar and mechanics of their online responses. We understood that online writing in this format is often informal and unpolished and did not expect them to publish a submission that required multiple drafts and revision.

Connections to personal experiences. The responses within the online book club indicated that the pre-service teachers were reading the books carefully and making connections to their own experiences. Often, a student would post a new idea that referenced a specific aspect of the reading, explain why the excerpt was chosen, and provide either a personal connection and/or how the idea could influence teaching. These new ideas frequently received replies, as other students built off the initial post and offered additional connections, teaching ideas, and occasionally asked questions.

The three books that pre-service teachers read for the online book club included many examples of exemplary teaching practices. Throughout each of the online discussions, students made connections between examples in the text and their own experiences, both positive and negative. Often, students shared a text-to-self connection and also discussed implications for teaching. Below is one example of a text-to-self connection and teaching implication from a student reading *Choice Words* (Johnston, 2004):

...I also want to quote that “the greater the gap between teacher and learner, the harder teaching becomes” (pg 7). Because of the distance we want to avoid, we should know when to be explicit and with which students. In my senior calculus class, the majority of the time, I spent it quietly and continuously pulling my hair (literally and figuratively) because I had no clue what was going on. I didn’t want to ask my teacher for help because now I know that my affective filter was very high because he made me feel pressured, uncomfortable, and anxious. He assumed that everyone knew what was going on, but sadly I didn’t and I ended with a D in the class :(We have to remind ourselves to be explicit teachers as much as we can and especially for those that may need additional support instead of just implying that our students “already know.” Now I fully understand that language is not transferred but constructed. (Elise)

This response shows that the student was not only making a text-to-self connection, but using it to transform her thinking about the language that teachers use. Likewise, a student reading *A Writer’s Notebook* (Fletcher, 1996) also posted her text-to-self connection:

Yesterday as I was doing homework at my kitchen desk I had the back door open because it was such a beautiful day (also my dogs can go in and out at will). A leaf blew in the door and I was sitting there and picked it up and decided to tape it in my writer’s notebook. I thought about how great the sun felt, how there was a nice breeze, I could hear kids laughing outside (they were off school yesterday) on the sidewalk, it was just a moment in time I wanted to remember. So now when I open that book and see that leaf, I can feel those feelings all over again. I think this is what our book is all about. (Monica)

The above response demonstrates the student’s ability to not only comprehend the text, but implement its philosophy into her own life. She now understands the importance of documenting experiences with not only words, but with memorabilia that will help her remember her feelings, physical sensations, and noise from a specific moment in time.

The power of dialogue. One of our purposes for engaging the pre-service teachers in online discussions was for them to experience the power of dialogue (including written dialogue) and its impact on learning. A review of the online discussions illustrated that the students were building on each other’s posts, providing support, and learning from the collective whole. For example, the following post reflects a student who was overwhelmed with the amount of information she had read. One of her peers offered another perspective when presented with a plethora of material:

Original: When reading this book, I noticed myself getting a little overwhelmed with the information. There is so much good information that I want to incorporate in my classroom. I know if I take it slow and do a few things at a time, instead of forcing all of the conversation starters in the book, things should go smoothly. Is there anyone else feeling overwhelmed with the information? (Catherine)

Reply: As far as being overwhelmed, I’m more so enlightened. There was so much stuff that I had no clue about. I know words can have a huge effect on people as well as actions, but this book was so good with

information and how in depth it was. I didn’t think that I would be so engaged with this book but from page to page I was gaining so much knowledge from this short reading. This is definitely a book that I must keep handy when I go into my field of work. (Danica)

The students in this example were engaging in a conversation that is important at any level of a teaching career. Often teachers are overwhelmed with the vast amount of material they are responsible for teaching or the plethora of great ideas from seasoned educators that they would like to implement. The support that is provided through the reply post provides another perspective when presented with large amounts of information.

Furthermore, many students replied to each other, as they built upon an original idea or brought new information to the discussion. For example, the following post from a student reading *The Book Whisperer* (Miller, 2009) received four responses:

I really enjoyed how Mrs. Miller responded to all the negative comments about not preparing the students for the future. I feel like she was dead on with the response stated in the book, “..if the real world means years of comprehension worksheets and test practices.” Then she agreed that she was not preparing them. How many adults participate in worksheets and test practices? NONE. How many read for pleasure or are required to read in various other situations? Almost all. So I would have to say Mrs. Miller is doing a great job preparing her students for the future, and the fact that her students return to her classroom to visit her and discuss new books they have read indicates she is doing a great job as a teacher. (Karen)

This lengthy post was typical of many responses shared by pre-service teachers. This student included specific information from the text, including quotations, an explanation about why she felt this information was important, her personal feelings regarding the information, and implications for teaching. This post received four replies, which included discussion regarding reasons for agreement with specific ideas, additional evidence from the text to support and continue the conversation, personal connections, and implications for teachers.

Moving beyond the rubric. Even though the online discussions were a graded component in our classes, we hoped that pre-service teachers would engage in authentic conversation as they read and made sense of their different books. We noticed that many original posts were lengthy and included a summary of the chapter(s) read. It was clear to us that these posts were influenced by the rubric and the graded component of the online book club, as we would not expect such elaborate summaries within a discussion outside of school. However, we were pleased that students did not only post lengthy summaries of the book but often built off each other’s responses as they engaged in online dialogue regarding how the reading influenced them and their thoughts on teaching. Thus, it appeared that the online discussions were not only a place to showcase evidence of reading the chapters, but also a space to engage in authentic conversations related to new learning. One student summed

up her feelings regarding the online discussion as a final post:

It has been great speaking with you all and discussing the ins and outs of this book. I hope you continue to be inspired to write as a way to explore your own thoughts and to extract the inner chambers of your mind. (Rebecca)

Indeed, the pre-service teachers used the online discussions to engage in purposeful discussions that challenged their thinking and provided them with new insights.

Student Questionnaire Responses

At the end of the semester, pre-service teachers completed a questionnaire. The purpose of the questionnaire was two-fold. First, we sought to understand whether their involvement with online discussions of their book, as well as the information gained from the group presentations on the other two books, influenced the ways in which they taught their elementary student during the semester. Second, we wondered if our pre-service teachers felt that any of the books, including the one they read themselves, and the exposure they had to the other two books through the class presentations, would influence their future teaching. The questionnaires were not graded. The questionnaire asked pre-service teachers their name, course section, the book they read, and three open-ended questions. Table 1 shows the questions and types of responses.

Of the 29 pre-service teachers who responded to the questionnaire, 25 stated that the book they read influenced how they taught their elementary student at the end of the semester. Two pre-service teachers said “no,” and two had ambiguous responses such as, “I think” and “both yes and no.” The two “no” responses came from *A Writer’s Notebook* (Fletcher, 1996) groups and qualified this response stating that the framework of the lessons required for the course restricted the kind of writing they could do with their elementary student. Fifteen out of the 29 pre-service teachers stated that ideas learned from the presentations of the other two books influenced their teaching. Most who responded “no” qualified that they wanted to read the other two books in the summer, or in the future, or that they did not have time during this class to incorporate the ideas from the other books into their lessons. For example, one pre-service teacher answered, “No, BUT I really want to read them this summer!” (Amy) and another said, “No. However, I really did like the suggestions that were given in ‘the writer’s notebook.’ I will be using those in my future classroom” (Condalesa).

Integrating ideas into lesson plans/interactions. Most pre-service teachers noted that their online book club reading influenced their teaching. For example, one pre-service teacher who read *The Book Whisperer* (Miller, 2009) stated:

The book pushed how big it is for students to read and enjoy reading so they will continue to read in the future. I used this information by choosing wisely the books my student was going to read during the practicum by making sure it was a book that would interest him. (Simone)

Another pre-service teacher in the same group stated, “I feel that choosing books that were interesting to [elementary student name] made a HUGE difference! She was engaged

during read alouds and also when it was time for her to read, she was engaged with the books” (Julie). It should be noted that the premise regarding book choice in *The Book Whisperer* (Miller, 2009) is for students to choose their own books. Our pre-service teachers were working with elementary students one-on-one, providing guided reading instruction based on assessment data. Therefore, while the elementary students did not have free range of book choice, these comments suggest that the pre-service teachers internalized the importance of a high interest text for students. In this context, that meant either carefully choosing a book for the lesson based on the elementary student’s interests or providing the student with several books to choose from.

A pre-service teacher in the *Choice Words* (Johnston, 2004) group stated, “Yes, it allowed me to monitor how I spoke to my student (as well as others). It provided me with examples of phrases to use and the pros and cons to the phrase” (Carrie). A reader from *A Writer’s Notebook* (Fletcher, 1996) group said:

Yes, yes, and yes. My student was having a difficult time in writing so I never thought about writing this sort of way. It was engaging for him to do writing activities that dealt with close observation/writing about his thoughts. I am definitely encouraging my future students to keep a writer’s notebook. (Priscilla)

Many pre-service teachers stated that learning about the other books also influenced their teaching during their practicum. For example, a reader in *The Book Whisperer* (Miller, 2009) group stated:

Choice Words also influenced the way I taught this semester because it made me take a look at the way I worded the things I was saying. *A Writer’s Notebook* taught me different ways to teach writing and to get students excited about writing which I used in my teaching this semester. (Karen)

Influencing future teaching. Twenty-eight of 29 pre-service teachers commented that their reading would influence their future teaching with a “yes,” “definitely,” or “absolutely.” The one remaining pre-service teacher stated that each book would “probably influence me in teaching at some point. It just depends...” (Cindy). For those that felt their online book club reading would influence their future teaching, they provided a variety of reasons. For example, a reader in *The Book Whisperer* (Miller, 2009) group stated:

Definitely! I will have book clubs and take book recommendations from my students! I will give them class time to read a book of their choice and assess their learning by hearing their “group talks.” I want to instill a love for reading in my students and model being a “life reader” as well. (Julie) A member of the writing group said, “*A Writer’s Notebook* gave me numerous ideas to conduct a writer’s workshop in a classroom and to have students see a different side of writing. I hope this will open doors for many that dislike writing” (Priscilla). Most pre-service teachers said that their own book would influence their teaching. Several mentioned their desire to read the other books if they had not already done so. All pre-service teachers seemed to understand the importance of the topics of each book selection.

Outcomes

Both of us have taught this college course with and without the online book club. We were excited to see the overall topics of reading, writing, and dialogue internalized in our pre-service teachers from their experiences.

Components that Worked

The online discussions were clearly influenced by the expectations in the rubric. While we initially worried that the graded aspect of the online discussions would interfere with the authenticity of the dialogue, we were pleased that the conversations illustrated rich discussions as pre-service teachers shared not only summaries of the readings, but questions, extension of peers' contributions, and connections. Indeed, it appeared that the students were purposeful in their online discussions to meet the expectations of the rubric. The rubric gave broad guidelines, but it was not limiting, which contributed to the insights into different perspectives and ideas.

Following the completion of the online discussions, we agreed that the lessons created by the online book club classes seemed more focused on their elementary students learning rather than fulfilling a college course requirement. Pre-service teachers seemed to make the connection that literacy lessons had a purpose beyond teaching a skill to a student based on an assessment. The teacher/student relationship became more of a focus because of understandings gained from engaging in reading of professional books designed for teachers. Pre-service teachers appeared to be more thoughtful in their lesson preparation and during their lessons, particularly on their book club topic: choice in reading, careful conversations, and incorporating writing.

Considerations for Future Online Book Clubs

Pre-service teachers were informed of their book group several weeks before the online discussions began and had ample time to purchase the book for their discussion. Most students were prepared with the appropriate text and ready to read by the date specified. However, we had several students who did not purchase their books until the last minute, impacting their participation during the beginning of the online discussions. In the future, we may provide the books to the students as part of a course fee to ensure that each student has the necessary text to read.

Another problem that we encountered at the beginning of the online discussions was that several pre-service teachers participated minimally (or not at all) the first week. This lack of participation was partially, but not entirely, related to the students who had not purchased the book. The online discussions were graded by us on a weekly basis. After students received the graded rubric from the first week, we noticed that the majority of the minimal participators early in the book club began posting more often and contributing to the shared meaning making. Since the rubric appeared to influence student participation, we realize that we need to put more of an emphasis leading up to the discussions on the expectations of the book club.

Professional Relevance

The purpose of including an online book club in our pre-service teacher educator courses was multi-faceted. We wanted to make our students familiar with using technology within the classroom context, knowing that if pre-service teachers are familiar with a specific site they are more likely to use it with their future classes. We wanted to not only teach the skills defined in the course syllabus but also address the importance of continued professional development as a way to transform teaching. Overall, the online discussions addressed the purposes defined as we observed pre-service teachers using technology as a discussion tool, engaging in rich discussions about the content of the books, and rethinking how they plan to teach and interact with students. The questionnaires provided additional support that the discussions within each group and the group presentations to the whole class influenced pre-service teachers' beliefs about teaching and learning, lesson planning, and plans for future teaching.

The online book club that we integrated into our two pre-service teacher educator classes allowed us to incorporate our own pedagogical beliefs that (a) professional development is ongoing, (b) technology integration is essential and another place for conversation, and (c) allowing pre-service teachers to engage in discussions about a shared text can influence their learning through exposure to professional literature and others' perspectives. As we teach and shape the next generation of educators, we continue to look for ways to integrate authentic learning opportunities that teach students, not just skills.

Table 1 *End of semester questionnaire data*

Question	Positive response	Negative response	Ambiguous response
Did the book you read as part of the online book group influence how you taught your student this semester? Please explain.	25	2	2
Did any of the other books from the online book club influence how you taught your student this semester? Please explain.	15	13	1
Do you feel any of the books read for the online book group this semester will influence your future teaching? Please explain.	28	0	1

Figure 1. *Ballot for book choice*

Online Book Club

Place a 1 next to your first choice, a 2 next to your second choice, and a 3 next to your last choice.

_____ *Choice Words*

_____ *A writer's Notebook*

_____ *The Book Whisper*

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