Making Interactive eBooks:

More Than Just Cutting and Pasting

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インタラクティブなデジタルテキスト（eBooks）の製作：
コピー・ペイストを超えて

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Abstract

This paper discusses the transition from paper-based, in-house produced English-language textbooks to the electronic environment: eBooks. These eBooks are produced for reading, writing, and discussion classes for use in the content-based curriculum at Osaka Jogakuin University and Osaka Jogakuin College. To date, nine books for the iPad have been written, designed, and produced by the English-teaching faculty. This paper reviews the shift in education from the use of paper to digital media for content delivery, discusses the challenges of making the transition to the digital era, and provides advice for taking advantage of software available for eBook authoring for the iPad tablet computer.

key words: eBook authoring, language learning, materials design, digital media

抄　　録

　本稿では、英語教育における紙媒体テキストから電子媒体テキスト（eBooks）への転換について、その諸問題を考察する。本稿で取り扱う eBooks は、大阪女学院大学・大阪女学院短期大学に位置する女子大学で英語教育教材として独自に開発されたものである。同大学ではリーディング、ライティングおよびディスカッションクラスでコンテント・ベースの英語教育カリキュラムを展開しているが、学内の英語担当教員がオリジナルデジタルテキストを製作し、iPad を用いた授業で使用している。これまでに、9 冊のデジタルテキストが製作されており、デザインも含めてすべての内容を英語担当教員が書き下ろした独自教材である。本稿では、まず、教育環境における教材配信手段の紙媒体から電子媒体への変遷を概観し、デジタル化の過渡期の問題点を考察し、タブレット端末 iPad 上で活用できる eBook オーサリングソフトウェアについて具体的な提案を行う。

キーワード：eBook オーサリング、言語学習、教材デザイン、デジタルメディア

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The invention of the blackboard in the early 1800s revolutionized education. Instead of teachers orally providing information and then having to write exercises on each student's individual slate tablet, the entire class could be given the same exercises simultaneously. With the blackboard at the front of the room, education moved from being a largely one-on-one enterprise, even when there were several students in a room, to being a group activity. Classes became larger and more and more children were able to receive an education from a single teacher. A paper given by John Finn in 1959 (Finn, 1960) at a conference on technology in education, discussed the blackboard's development when he critiqued ways audio/visual technology was revolutionizing education. Many of us now teaching today experienced this revolution as students: television brought us the moon landings, films showed the growth of plants in slow motion, records filled rooms with other languages. Many students could be shown the same things at once. Today, we are facing a reversal of this as tablet computers allow many students to be doing many different things at once. In some ways this revolution, which relies on tablet computers, is returning us to the more individualized education of the early 1800s. The tablet computer is poised to change how education is provided, in much the same way that the blackboard changed the classroom more than 200 years ago.

A question posed by Kent and McNergney (1999) in the title of their book, *Will Technology Really Change Education? From Blackboard to Web*, is one that clearly needs to be answered "yes." Technology has and will continue to change education. How we respond and adapt to changes in technology will be a primary issue for educators and universities in the coming decades.

There is a growing body of research on the use of tablet computers in language education and a cursory search through Google Scholar on the words "iPad, language, education, Japan" will unearth more than 2,000 articles. In the Japanese context, you can find research related to a "class set" of iPads used by groups of students (Brown, Castellano, Hughes, & Worth, 2012), and find that much of the research sees the tablet computer, particularly the iPad, as creating unlimited opportunities improving language education. Angel (2011) points out the lack of technical support and materials suitable for their classes as a concern for teachers as institutions adopt tablet computers. Ireland and Woolerton (2010) were early advocates of adopting iPads into classrooms, partly because they are less expensive than computers and partly because of the ease of use. Kimura, Obari, and Goda (2010) extol the usefulness of mobile technologies for language learning in Japan. Kusano, Frederiksen, Jones,

Kobayashi, Mukoyama, and Yamagishi, et al., (2013) indicate that technology such as tablet computers can have a positive effect in elementary classrooms, but that teachers in Japan are reluctant to adopt new technology. Along the same lines, Bray and Khaddage (2013) discuss the rapid adoption of mobile computing, the "e-Japan strategy 2015" and problems experienced in Japan as new technology is introduced. This point is also made by Lockley (2013). Komatsu and Kawasaki (2012) also point out the usefulness of tablet computers with university teachers. A number of studies have found iPads and other mobile computer devices to be useful with Japanese EFL learners. For instance, Sekiguchi (2011) suggests that iPads help Japanese EFL learners to regulate their own language learning behavior. Miyahara and Susono (2013) provide ways to use mobile devices with Japanese learners of English. Similar techniques are provided by Renda, Robin, Otañez, and Susono (2013), who advocate the use of tablet computers for storytelling. The use of tablet computers for digital storytelling is also explored by Swenson, Holsworth, Tsumatori, Alexander, and Kita (2012). Each of these articles sees the iPad as providing opportunities for learning, particularly in language education, that make the tablet computer the preferred content delivery device for Japanese EFL learners. However, Towndrow and Vallance (2012) also point out that Japanese students lag behind their Asian counterparts in terms of ICT competencies, in spite of their high use of mobile devices. For educators, one issue may be the lack of materials that are specifically directed toward Japanese learners that also meet program goals. Research from other Asian countries seems to bear this criticism out (Meurant, 2010a, 2010b). What seems to be missing is the awareness that it is not enough to have the device, or even to make sure that students can access material from the internet using mobile computers. It is essential for the material that they access and use to be directed toward specific curricular goals.

Materials Development for the Digital Age

The importance of materials directed at specific curricular goals has long been recognized in the English-language program at Osaka Jogakuin Universtiy & Osaka Jogakuin College (OJU/OJC) (Chihara & Swenson, 2002; Swenson, Chihara, & McKay, 2002; Swenson & Cornwell, 2007; Swenson, Bramley, & Cornwell, 2013). The faculty has been creating language-teaching materials for English courses since the late 1980s and publishing texts for an integrated content-based English language curriculum since 1998 (Chihara & Swenson, 2002; Swenson, Chihara, & McKay, 2002; Swenson & Cornwell, 2007; Swenson, Bramley, & Cornwell, 2013). As Swenson and Cornwell explain, from the 1998 curriculum onward, "all courses were to support content-based English education that would be accessible to students" (p. 116). The current curricula, begun in 2011 for OJC and from 2012 for OJU, can be seen as growing out of this basic philosophical position: content *in* English that is accessible to learners.

Furthermore, adapting to technological change is not a new commitment at OJU/OJC. The university installed Macintosh computer labs in 1990, became the first university to adopt

iPods for language learning in spring 2004 (Fujimoto, 2006), and was the first university in Japan to provide all incoming students with an iPad. The entire faculty was also asked to begin incorporating the iPads within their classes. Various methods for using iPads in classes were considered and adopted (c.f. Komatsu & Kawasaki, 2012; Swenson, 2012b, 2012d; Swenson, Holsworth, Tsumatori, Alexander, & Kita, 2012). By the end of spring term in 2012, students were adept at using the tablet computer to access information from the Internet, make presentations in a variety of settings, and using the features of various applications in their learning. However, the iPads were not integral to the first-year content-based English language curriculum. While it is quite simple to move a Word document or PDF file onto a tablet computer, as could have been done with the existing course materials, this does not take advantage of the features of the iPad to deliver the content in new and engaging ways (Swenson, Bramley, & Cornwell, 2013; Swenson & Cornwell, 2013).

Steps were taken to address this and students at OJU/OJC became the first students in Japan to receive a language-learning eBook specifically created for them when they returned for the fall semester in 2012, the text *A Human Rights Reader* (Swenson, 2012a). This marked another first for OJU/OJC. The book differed greatly from the previous materials provided to students for reading and discussion. The difference was not so much in the content, which continued the themes common in materials written by the OJU/OJC English faculty since the 1990s, but in the way it was delivered. While in previous years, students have received static textbooks for use in first-year English classes, *A Human Rights Reader* allowed for a more dynamic presentation of information: with pictures, interactive exercises, and activities which took advantage of the digital platform for delivering learning materials. This book was the learning experience for the materials development team leader and became the template for the creation of a second eBook, *Sustainable Futures: An Environmental Reader* (Swenson, 2012c). Creation of this book also served as a learning experience for other faculty as they worked on chapters under the tutelage of the project leader. After these two books were published, the members of the *Sustainable Futures* development team then went on to produce additional books for the electronic environment.

To date, nine eBooks have been written and edited by faculty members in the English-language education program to reflect the key content areas of the curriculum. At OJU, these themes are peace studies, ethics and values, human rights, and environmental issues. At OJC, the themes are identity (personal values and social ethics), discovery (intercultural understanding), community (understanding our world and our actions), and equality (human rights and our responsibilities). The books covering these themes are, in order of publication: *Introductory Units* (Bramley & Cornwell, 2013b), *Peace and Conflict* (Bramley & Cornwell, 2013), *Identity in a Changing World: Our Ethics & Values* (Cline, Fu, Swenson, & Tojo, 2013), *Writing in English: A Guide* (Swenson, 2013), *Ethics and Values: Discussion* (Bramley &

Swenson, 2013), *Talking About a Sustainable Future* (Bramley, Cline, Teaman, & Johnston 2013), *Talking About Human Rights* (Cline, Cornwell, Johnston, & Teaman, 2013). In addition, minor revisions to the first two eBooks have been made to reflect the advances in the material writers' understanding and skills regarding creating texts for the digital environment. In short, while others continue to believe that the revolution in education is to come, it is clear that this revolution is already underway.

Becoming competent eBook authors has not been without its challenges. However, as can be seen from the list of texts already published, the transition to the digital format is well underway at OJU/OJC. The remainder of this paper is devoted to elucidating the issues and challenges encountered in the production of these eBooks and how they were addressed and provide an overview of the iBooks Author software program and the features the eBook creators have found to be most useful in the program and available as add-ons from others.

Features of OJU/OJC eBooks

The chapter titles for the materials for first-year students will be familiar to almost any OJU/OJC graduate. The topics are Universal Declaration of Human Rights, Refugees, Minorities in Japan, Human Trafficking, Child Labor, Women and Human Rights, Multiculturalism and Globalization, and Like Water and Air (Human Rights in Modern Society). These are all topics that have been covered in a variety of ways in the first-year curriculum at OJU/OJC in both English and Japanese-language classes. What alumnae will find interesting is that the materials are easily searchable and that students can quickly move from reading the text to searching for information about what they read on the Internet.

In addition to reading texts, OJU/OJC's eBooks include a number of features that take advantage of recent technological advances as well as reflecting changes in our understanding of language education. For instance, students are challenged to improve their English language skills with vocabulary building Wordles, or word clouds (c.f., Baralt, Pennestri, & Selvandin, 2011; Foote, 2009; Holsworth, 2011; Kaptein, Hiemstra, & Kamps, 2010; McNaught & Lam, 2010). Word clouds were first included in the OJU/OJC printed textbooks from 2011, but in an eBook these become both colorful and more engaging to work with. Students are also provided interactive comprehension and vocabulary questions, listening exercises connected to the reading texts, links to video materials about the topics, and a variety of other materials that help to engage learners with the materials and create a more dynamic learning environment (e.g., Barwell, 2005; Nation, 2002, 2003, 2008; Nation & Newton, 2008; Oxford, 2001). Each of the changes reflects suggestions for improving language learning made by researchers over the past several years.

iBooks Author features in language-learning textbooks

In addition to reflecting our current understanding of English education, the materials developers wanted to take advantage of the iBooks Author features that seemed especially

suited to language-learning textbooks. The iBooks Author software program for eBook authoring on the Macintosh computer platform is specifically designed to create interactive eBooks for the iPad. As such, it was seen as the central tool for OJU/OJC to make the transition from printed to digital textbooks. There are now a number of internet sites and printed textbooks that can provide assistance with the iBooks Author program (e.g., Gruman, 2012; Langer, 2012). Reports can also be found regarding individuals experiences using the program to create materials for their learners (e.g., Fenwick, Kurtz, Meznar, Phillips, & Weidner, 2013; Parrott & Holvig, 2013; Payne, Goodson, Tahim, Wharrad, & Fan, 2012) though few seem to be directly related to creating English-language materials for EFL learners or Japanese learners in general. Below we provide suggestions for potential authors regarding the features of iBooks Author that we have found useful in developing interactive materials as well as add-ons.

iBooks Author provides seven interactive widgets that help developers change eBooks from being static read-only products to ones with which readers can interact with as they scroll through photos, listen to lectures, or enjoy videos related to the topics they are studying. The main widget can be seen in Table 1 Widget overview (2011-2012).

Table 1.

Widget Overview (iBooks Author Help, version 2.0, 2011-2012)

Gallery: A sequence of images your readers can swipe through, each with its own custom caption.
Media: A movie or audio file readers can play.
Review: A sequence of interactive multiple-choice or drag-to-target questions.
Keynote: A slideshow or other presentation created with Keynote 5.2 or later.
Interactive image: A graphic with callouts (labels); readers can pan and zoom to view detailed information about specific parts of the graphic.
3D: Add a 3D COLLADA (.dae) file readers can manipulate.
Scrolling Sidebar: Content (with text, images, and shapes) that's related to the surrounding text but is not part of the main text flow. In the completed book, readers can scroll through the contents of the sidebar separately from the rest of the page.
Pop-Over: An overlay (with text, images, and shapes) that opens when the reader taps an image in the completed book.
HTML: An HTML5 widget (with the extension .wdgt).

The Gallery Widget allows authors to insert images with captions that students can scroll through. For example, in a unit on the environment we could have a gallery that has four photos representing the 4 Rs: Recycle, Reuse, Reduce, and Refuse.

The Review Widget allows us to insert a variety of multiple choice study questions and items where you match text with different areas on an image. For example, if you are working on pronunciation, you could have a sagittal diagram of the mouth, where you have students label the alveolar ridge, hard palate, tongue and so on. At OJU/OJC this is the widget we use the most; we have many chapters with some variation of the multiple choice question review

widget.

The Media Widget allows us to insert either audio or video files. Students can listen to a recorded lecture or watch an interesting video on a unit's topic. For example, in our unit on human trafficking we inserted several videos on human trafficking and child labor. And many chapters provide audio support of long reading passages through a media widget.

The Keynote Widget allows authors to put Keynote presentations (and PowerPoint presentations saved as Keynote presentations) into eBooks using iBooks Author. Cohen (2012) reminds us that while Keynote presentations have their limitations, they can be useful to review or summarize information.

The Interactive Image Widget allows you to place an image in the book that you can zoom in on to see an enlarged section, or to read detailed descriptions. Interactive maps, tours, photos all can be created with this widget. At OJU/OJC we have not used interactive images or two of the following widgets: 3D and HTML. The 3D Widget allows you to put rotatable images in a book. For example, architecture, disaster sites, or electrical cars can be looked at from different angles. The Scrolling Sidebar Widget allows you to put additional text (and images) that is possibly tangentially related to the chapter in a box on the page. For example, if you are talking about the Nobel Peace Prize and wanted to have some additional information on Alfred Nobel, you could put that in a scrolling sidebar widget. And the scrolling sidebar can hold a great deal of text, text that might take the focus away from the chapter's existing reading.

The Pop-Over Widget, another widget heavily used in our eBooks, allows us to have text appear when you click on an image you have inserted. For example, if you put in several images of different power sources (solar, nuclear, wind, etc.), you could have short explanations of the pros and cons of the specific power source appear when a reader clicks on the image. Finally, the HTML Widget allows you to create an html widget provided you can use Dashcode, an Apple's Xcode developer tool. If you are not conversant with these tools, the HTML Widget will be daunting.

In addition, to the seven widgets provided by Apple in iBooks Author, there are Internet sites that offer additional widgets that are compatible with the program. One widely used site is Bookry.com, which currently has 38 widgets though it is continually developing more with the goal of adding two widgets each month. Its widgets can be put into three categories: games and puzzles, web services, and functional. The games and puzzles widgets make books more interesting; examples include a "before and after" widget that shows how something has changed over time and a "drag and match" widget that allows you to match different images. Web services widgets among other things allow you to open an external application from within your eBook or to embed YouTube videos in your book. Functional widgets allow you to gather data from your readers, for example, in the form of a feedback widget; others also

allow you to see how your readers are using the eBook. We have used a few of these and find that they add a new dimension to texts such as allowing learners to create finger drawings or quick answers. Bookry.com widgets are free to educators and provide a valuable resource.

In the next section we will describe in more detail how we have used the widgets to make OJU/OJC's eBooks interactive. However, before we move on, we want to remind readers that while widgets can interest and motivate students, they should be used sparingly and appropriately. Cohen (2012) cautions developers to

> keep in mind that the content provided by a widget can take significant time and effort to produce and polish and that too many of them can distract your readers from the main content of your book. Like any spice, they usually produce the best effects when used sparingly. (pp. 22)

At OJU/OJC we have focused primarily on gallery, review, media, and pop-over widgets. Those are the widgets we will focus on in the next section.

Review Widget

Clicking on the Review Widget in iBooks Author inserts a blank review multiple choice quiz with four answers and also automatically opens an Inspector window. This already has one question with filler text. Using this window is essential to make any review quiz. To change the number of answer choices click on the number 4 next to the question and choose how many answers you want. To access different types of quizzes, click next to the plus button below the questions window. A variety of quiz styles will appear. Some include pictures, some text and some both. To insert text, type over the filler text or directly on to the review quiz window. To insert pictures it is necessary to open the media window by clicking the "Media" icon on the top right of the toolbar and select photos from files on your computer.

There are a number of uses for the Review Widget. The first, and probably most important, is the review quiz. Within the OJU/OJC eBooks, the Review Widget has been used primarily for comprehension questions on readings, multiple choice self-study review, or vocabulary quizzes. Inserting a sound file can make a multiple choice quiz in which students hear the questions and choose the answers. Review Widgets have also been used for checking understanding of speaking strategies. For instance, in the *Introductory Units* eBook the Review function is used to check whether students are able to remember and respond to the discussion language they have practiced in class on an earlier page.

Another use of the Review Widget is to check comprehension of reading passages, and numerous examples of this exist in the various texts. One of the most interesting uses of this function appears in *Identity in a Changing World: Our Ethics and Values*. In this Review (see p. 69), the "drag answer to target" function is used to test students' understanding of a process described in an essay. In *Talking about Ethics and Values*, the Review is used to introduce a discussion activity in which students discuss the possible answers to 10 set questions (see p. 5).

The activities that use Review help students in two ways. First of all, they enable students to better comprehend the essays that they read and secondly they provide a self-study opportunity where students can check that they understand a topic or a set of vocabulary item in their own time.

Gallery Widget

The Gallery Widget allows authors to insert slides and other compatible images into a slide show. The slide shows can be viewed either in full screen or on the eBook page. The images are viewed by swiping.

Making a gallery is quite easy. To insert a gallery, choose the Gallery widget. An empty gallery will appear on the page. In order to insert images into the gallery, it is necessary to use the Inspector window, which will automatically open. This has two views, Layout and Interaction. The Layout tab is to choose how you want the window to look and what kind of media you want to insert into the gallery. The Interaction tab is for inserting media. Click on the plus sign below the gallery media window. This will allow you to select media from a file on your computer. Once inserted, a thumbnail of the media will appear in the gallery media window. To get rid of media, highlight it and click the minus button.

The main way we have used galleries is for sets of pictures. In the book *Talking About a Sustainable Future*, every unit has a gallery located on a page titled "Slide Talking." Each of these galleries contains five pictures, which can be related to the topic of the unit. One example is about our ecological footprint (see page 47). Students are instructed to look at one of the photos in the gallery and write three sentences for homework connecting it with the topic. A popover window on the same page shows a picture and gives students some ideas for talking about their picture. In the following class, students form groups and explain their pictures to each other. This is followed up by a class activity in which students tap a link on the same page to connect with Google Images and search using given words for more pictures on the topic. They then spend time explaining the pictures they have chosen to the rest of the group. The value of this activity is that it takes students' attention off the printed word and encourages them to use language they have to explain pictures. This of course takes practice, but with encouragement, students can eventually speak about the pictures without relying on reading from a prepared script.

Media Widget

Clicking on the Media Widget in iBooks Author opens a blank media window. Audio or video files can be dragged into this window for inclusion in the eBook. To do this, open the Media window and drag movies or sound files into the media window. The Inspector window can be used to adjust the appearance and functionality of the media files. For example, an audio file may have just a play/pause function or it may have a scrubber bar enabling the listener to stop and go forwards or backwards.

Please note that it is also possible to just copy and paste pdf files, photo files, audio and video files directly into the book you are working on without using the Media Widget. The Inspector window can then be used to make the files look and act as you wish them to.

Ways of using media

Audio files have been inserted into all of the readers and discussion books we have produced so far. The various uses have been (a) a sound file of the reading is created and this is inserted next to a reading passage in the readers, (b) sound files containing quiz questions are used in conjunction with review quizzes, (c) sound files are provided for dictations, note taking and listening comprehension activities, and (d) video files have been inserted.

However, there are a number of potential problems with the Media Widget. The primary one is the size of files. Video files are large and can require a great deal of memory space. If the iPad is full, students may be tempted to delete the text entirely. In addition, for texts stored for download on a learning management system (LMS) such as Moodle, the size of the files makes them difficult to download. There are solutions to this, including directing students to video files stored on institutional LMSs or in a private YouTube account. Authors can insert a dedicated link to direct learners to these resources. Another issue is poor sound quality. It is very important to make the clearest possible recordings. We have found that using a recording microphone rather than the built in microphone is much better for sound quality. Our best quality files are made in a recording studio. Finally, the iTunes bookstore requires specific formats for any eBooks that you might want to make available to a wider audience through their store, which is the only distribution site through which a book created using iBooks Author can be sold. It is important to know what the most recent format is and use it when you create your eBook.

Conclusion

An important lesson that we have learned in the eBook production process is that you can do a lot of things with an eBook, but you cannot do everything. It is one more tool. Like earlier technological changes before them, there is no stopping their introduction. Therefore, educators must become aware of their limitations, learn to adapt to their use, and exploit their advantages to benefit their students.

As a learning platform, the iPad has a number of advantages. For students, rather than carrying one book, they have access to hundreds of books, research articles, and other learning materials. For teachers, the iPad creates a classroom where information is quickly displayed and shared, students explore different aspects of the topics, and the learning is exciting. According to teachers and students informally surveyed, the advantages of the digital platform have become apparent as students and teachers together have explored the environment for both in-class and out-of-class learning.

Although paper has not disappeared from classes, and is unlikely to do so at any point

in the near future, the ease of making notes, highlighting key points, and exploring the topic has made paper less of an essential element in learning. Tablet computers are here and educators have to either accept that the revolution has occurred, and take to the challenge of creating materials for their learners that take advantages of the features of the digital platforms available, particularly mobile devices, or become like those who lamented the decline of memory when writing was invented, or of calligraphy when printed books became the norm.

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