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Flip, professional development, and student-centered learning: Remedies for reading motivation[1]

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Abstract

Currently, there is a shortage of effective professional development to prepare teachers to use technology (Chaparro et al., 2012; Davis & Neitzel, 2010; Nichols et al., 2007) and mitigate the decrease in adolescent learners' reading motivation (Bright & Loman, 2020; Barry, 2013; Fulmer & Frijters, 2011; Ivey & Broaddus, 2001). The purpose of the present study was to analyze the impact of Flip-based discussion activities, professional development, and adolescent learners' reading motivation. Following a qualitative research design, teacher perceptions were obtained through open-ended interviews on training, Flip, and students' reading motivation. Student perceptions on Flip, reading motivation, and student-selected texts were obtained through a Google form survey. A total of four teachers (n=4) and 133 students (n=133) were included in the study. Interviews and survey responses were analyzed through axial and analytical coding for common themes using MAXQDA. The main findings indicated high teacher confidence due to the training they received and positive perceptions of Flip-based discussion activities and student-selected text on students' reading motivation. Overall student perceptions were mostly positive about using Flip and reading choice. Conclusions and implications showed positive effects with comprehensive training, which may allow teachers to utilize student-centered learning, such as Flip and student choice, to positively impact adolescent learners reading motivation. Recommendations include teachers training other teachers to use Flip and implementing Flip and student choice in various adolescent learners' grades and subjects.

1 Introduction

Klein (2021) suggests many parents, educators, and states have concerns about adolescent learners and reading motivation, despite their former joy of reading in elementary grades. Research has shown a continuous, prevalent, and significant decrease in students' motivation to read as they enter and progress through adolescent learners due to lowered interest in required

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material, heightened demands on reading skills, and an increase in reading disabilities (Bright & Loman, 2020; Barry, 2013; Fulmer & Frijters, 2011; Ivey & Broaddus, 2001). Motivation can be defined as the desire or willingness to do something based on an individual's conscious or unconscious choice. Numerous methods of instruction, teaching strategies, and literacy programs have been implemented to increase adolescent learners reading motivation, yet motivation remains a significant problem, and teachers may lack effective training to implement research-based programs and strategies (Davis & Neitzel, 2010; Nichols et al., 2007). Cantrell et al. (2014) further explain the recursive effects of reading motivation and students who struggle with reading: "If students experience repeated failure in reading, they increasingly disengage as they fall behind their peers" as they interact with difficult texts across all subject areas, not just English Language Arts (p. 36). Based on previous research and the present study, student-centered learning using Flip after effective professional development can impact adolescent learners reading motivation (Green et al., 2021; Bright & Loman, 2020; Boche, 2019; Fulmer & Frijters, 2011; Paige, 2011; Thomas, 2015).

Although some studies (Cantrell, et al., 2014; Davis & Neitzel, 2010) argue that technology can have a negative effect on reading motivation because it can be distracting or cause students to choose shorter text to read, other studies suggest technology can be effective when teachers receive proper training (Nichols et al., 2007; Thomas, 2015). Other scholars support using technology but do not include student choice or discussion, which have been found beneficial in successfully impacting reading motivation (Barry, 2013; Bright & Loman, 2020; Fulmer & Frijters, 2011). Nevertheless, the type of technology also has an influence, specifically in how it facilitates student-centered learning (Thomas, 2015). In the search to find effective ways to mitigate reading motivation, a possible solution may include intensive professional development to use student-centered technology like Flip, formerly known as Flipgrid. Teachers can effectively facilitate student-centered learning with Flip because it utilizes choice and student discussion through its video features and asynchronous collaboration (Bright & Loman, 2020; Thomas, 2015).

Therefore, the purpose of the current study was to analyze the impact of Flip-based discussion activities and student choice on adolescent learners' motivation to read. Participating teachers engaged in detailed, intensive training to use Flip with their sixth-grade classrooms to determine how the training affected teachers' confidence and comfort using the technology. The following research questions guided this study: (1) Following professional development training to support adequate implementation, how do teachers describe the experience of using Flip? (2) How do Flip-based discussion activities affect teachers' perceptions of sixth-grade students' motivation to read? (3) How do Flip-based discussion activities affect sixth-grade students' perceptions of reading? (4) How do student-selected nonfiction texts affect sixth-grade students' perceptions of reading?

1.1 Review of literature

This literature review will analyze various factors influencing adolescent learners' reading motivation, including student collaboration and how this intersects with reading. The use of technology, including Flip, with effective professional development for implementation will also be analyzed in relation to adolescent learners' reading motivation. Sources were found using the following keywords: discussion, collaborative-discussion activities, Flip, technology, professional development, adolescent learners, reading, reading motivation, extrinsic motivation, intrinsic motivation, student choice, professional development, teacher pedagogy, and any related words.

Peer-reviewed scholarly articles, periodicals, and Ohio Link dissertations were included. Based on this literature review, it is hypothesized that adolescent learners student reading motivation may be positively impacted by the technology, Flip, adequate professional development, and student choice.

1.1.1 Adolescent learners' reading motivation and discussion activities

While there are various motivating factors for adolescent learners, research has shown a significant impact on students' reading motivation when using collaborative activities with students to discuss a topic, concept, or text (Applebee et al., 2003; David & Neitzel, 2010; Thomas, 2015). As a curricular strategy, collaborative reading activities can be defined as students participating in discussion-based activities or conversations to construct, synthesize, and apply knowledge in the reading process. These activities often occur with elementary-age students, yet not again until later in high school or even college, despite the positive impact on reading motivation (Thomas, 2015).

Several studies demonstrate a positive impact on motivation when students interact with nonfiction texts in collaborative, technologically-enhanced environments (Boche, 2019; Fulmer & Frijters, 2011; Thomas, 2015; Paige, 2011). Using Schoology, an online discussion platform, Thomas (2015) showed how "the online literature circle [student reading groups] encourages digital interactions, fosters student participation, and meets a variety of student needs" (p. 71). Nachowitz's (2015) study further explained how motivated students were using an online discussion platform because students were involved in meaning-making from the text (p. 135). Flip is another technology platform centered on student engagement, discussion, and collaboration, yet little research has been conducted on its use in adolescent learners (Green et al., 2021; Kiles et al., 2020; Lowenthal & Moore, 2020). Flip allows students to video-respond to questions, prompts, and peers. Research with elementary, high school, and college students has shown Flip impacts students' reading motivation (Green et al., 2021; Kiles et al., 2020; Lowenthal & Moore, 2020). When used effectively, Flip can promote autonomy, competence, and the ability for students to relate to their peers through video discussions. Given these attributes, there is a need for research on how Flip may impact adolescent learners' motivation to read.

1.1.2 Professional development and technology

To implement any new strategy, especially one involving technology, several studies recommend adequate, in-depth training for teachers (Boche, 2019; Karchmer, 2001; Chaparro et al., 2012). Through adequate professional development, technology can be used as a motivating factor to further engage students in reading tasks and to teach students how to learn from what they read (Nichols et al, 2007). One gap in research is what qualifies as adequate professional development to effectively use technology in the classroom (Applebee et al., 2003; Thomas, 2015). Haselhuhn et al. (2015) further state that teachers can implement technology strategies with comprehensive, appropriate, and practical training. As a result of their study, Nichols et al. (2007) articulate effective implementation of strategies as a predictor of student motivation (p. 115). Students benefit from intentional, explicit instruction centered on active thinking while reading to learn information, especially on the Internet (Coiro, 2003, pp. 458-459). Professional development can be effective when teachers are trained to scaffold the process of reading, re-reading, and discerning information on the Internet through teacher modeling and teacher-led thinking. When implemented after high-quality training, these strategies have been proven to impact students' motivation to read when students demonstrated more time on task reading and higher reading

comprehension scores (Higgs, 2020; Boche, 2019; Putman, 2014; Karchmer, 2001).

1.1.3 Student choice and motivation

Student choice and student-centered learning have also shown a positive effect on reading motivation (Boche, 2019; Boardman et al., 2017; Fulmer & Frijters, 2011; Nachowitz, 2018). When students have a choice in what they read, research suggests it can influence how they interact with the texts they read (Bright & Loman, 2020; Dickens & Meisinger, 2017; Ivey & Broaddus, 2001; Paige, 2011; Varuzza et al., 2014). Furthermore, student choice and autonomy are intrinsic indicators of increased reading motivation (Thomas, 2015). In another study by Varuzza et al. (2014), researchers found group work, peer and teacher encouragement, clear instructions, positive feedback, and autonomous activities to impact reading motivation over time (p. 114). These studies emphasize discussion-based strategies as a positive intervention for the decrease in adolescent learners' reading motivation, especially with nonfiction (Solis et al., 2014; Thomas, 2015). This study addressed this impact using Flip-based discussion activities with sixth-grade students. Including student-selected nonfiction text, this study also analyzed its impact on students' reading motivation as obtained through teacher and student perceptions.

The common themes evident among previous studies are that students entering adolescent learners often lack the foundational literacy skills and begin to lose motivation to read nonfiction by the time they enter eighth grade (Davis & Neitzel, 2010; Ivy & Broaddus, 2001; Wolf, 2019). This may be due to the lack of deeper comprehension skills students obtain and retain from elementary to adolescent learners (Hall, 2005; Northeast Foundation for Children, 2005). Research also attributes the decrease in motivation to the causes of struggling adolescent readers, such as learning disabilities, developmental struggles as they shift from elementary to adolescent learners, and the demands of synthesizing and applying information while simultaneously learning to read (Hall, 2005; Northeast Foundation for Children, 2005; Wolf, 2019). To conclude, students often lose the motivation to read throughout their adolescent years, especially with nonfiction. One possible solution may be integrating the following research-based strategies: choice in nonfiction text, discussion-based technology instruction, and adequate teacher technology training to motivate adolescent learners.

2 Method

2.1 Context, setting, and profile of the sample

Using a basic qualitative design, this IRB-approved, constructivist case study determined students' and teachers' perceptions of Flip, professional development, student choice, and reading motivation. The findings from this study are relevant for adolescent or middle school educators because the data came from 6th-grade teachers and students. To determine students' perspectives, a qualitative study design allowed for anonymously written student reflections to be analyzed in depth for themes and patterns. Thomas (2015) supports a qualitative approach to gain a wider understanding of students' reflections. Open-ended interviews with participating teachers allowed the researcher to understand the perspectives of teachers and their use of Flip after the training. With IRB-approved informed consent, the researcher conducted a one-day training to prepare teachers to use Flip with sixth-grade students. A convenience sample of four teachers (n=4) in sixth-grade classrooms participated in the professional development training on Flip. The sixth-grade teachers held various years of experience and backgrounds. The participants were appropriate for this study because the sixth grade is considered the average adolescent or middle

school and is typically the first year of middle school in most districts (Scales et al., 2020). Additional demographics are listed in Table 1 (Ohio Department of Education, 2021).

Table 1 School demographics

Category	School 1	School 2
Grade levels	5th-6th	6th-8th
Total Enrollment	682	607
6th Grade Enrollment	345	200
White, Non-Hispanic	95%	70%
Black, Non-Hispanic	<1%	7.50%
Hispanic	<1%	6.10%
Multi-racial	<1%	11.30%
English Language Learners	<1%	1.70%
Students with Disabilities	14%	14.50%
Low-Income Students	12.50%	22.30%

Note. Demographics were obtained through the 2021-22 Ohio Education Report Card.

2.2 Materials and instruments

Two data instruments addressed adolescent learners' lack of motivation to read and inadequate professional development to implement technology: a student reflection Google form and open-ended teacher interviews. Professional development included step-by-step procedures for teachers to create an account, sync it to their Google Classroom or Schoology pages, and create the choice text assignment on Flip. This technology platform, Flip, is a teacher-moderated, school-appropriate social media website and app. It allows teachers to create assignments where students record videos of themselves based on teacher directives and then video respond to other videos, allowing students to discuss the assignment topic(s) asynchronously. Assignment creation involved changing the settings for each topic on Flip, including the title, description, and time limit, and adding attachments such as the assignment's rubric. Teachers were shown how to schedule the assignment and adjust settings for students' ability to comment and change the topic's status from active (accepting student responses) to view only. Time for questions and experimentation was accounted for in the training schedule.

Using the student-directed, multi-reading level news database, Newsela, the researcher selected five articles for students to choose from. These articles were from various argumentative texts and in different reading levels (all within two levels of sixth grade). The topics included: later school start time, banning zoos, benefits of video gaming, electric transportation, and more/less homework in school. In addition to these articles, teachers were given two grade-level opinion articles for modeling and guided practice. Teachers read the modeling text with their students and demonstrated their thinking to determine the main idea, with at least three supporting details, and whether they agreed or disagreed with the argument. After, the teachers demonstrated how to record their summary on Flip and respond to peers. Students completed the same process independently with their selected article. Students could video respond to students who read the same or different articles to encourage choice. Teachers administered the Google form reflection immediately after students completed their videos and peer responses. Students were given this form in the classroom and were assured of their anonymity. These responses were collected without student email addresses or other identifying demographic information. Teacher interviews were conducted after completion of the unit to ensure accurate reflection and accounts

of their experience.

Data sources came from the student reflection responses after using Flip and teacher responses, which were obtained during open-ended interviews following the intervention. The researcher-created student response instrument (Appendix A) was an anonymous Google form administered by each classroom teacher. This contained open-ended questions to obtain students' perceptions of using Flip. The questions addressed how students felt about using Flip in class, the Flip-based discussion activity, and being able to choose their text. A Google form was an appropriate instrument to use with students, as the school districts use G Suite consistently. Students appeared to be comfortable with the format, as it is similar to other social media sites that allow video recording (i.e. TikTok, Snapchat, or Instagram).

The open-ended teacher interview questions were written by the researcher and were recorded with IRB-approved, informed consent. The open-ended interview questions were intended to further understand teachers' opinions of their training and experiences teaching with Flip. To accomplish this, the in-person interviews included open-ended questions to measure 6th-grade teachers' perceptions of students' level of motivation and performance recording with Flip, ease of use, positive and negative reflections on the training they receive before implementation, and any changes they would make to the training or future implementation of Flip.

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics.

2.3 Data analysis

After each open-ended interview, the recorded audio file was transcribed using the Otter.ai software program with timestamps. Initial thoughts and reflections of each interview were recorded in the researcher's notes to document preliminary patterns that emerged and were referenced throughout the recursive coding process (Merriam & Tisdell, 2016). Each transcription document was renamed with a number assigned by an outside source to minimize bias during analysis. Then, each transcription was analyzed through axial coding with the software program MAXQDA (Merriam & Tisdell, 2016). Upon completing all interviews, each transcription was reviewed a second time using analytical coding to determine any reoccurring patterns and themes that emerged due to the teacher and student perceptions (Merriam & Tisdell, 2016). Responses were coded until saturation was reached to extensively analyze the participant's perspectives (Curry, 2015). This recursive coding method was preferred to critical discussion analysis because it revealed relevant teacher and student codes about motivation and directly related to the research questions (Merriam & Tisdell, 2016).

2.4 Perceptions

For the student reflections, the anonymous responses from each classroom were grouped with the corresponding teacher's random number. These responses were printed and pre-coded with handwritten notes before using MAXQDA to conduct the axial coding analysis (Merriam & Tisdell, 2016). As Merriam and Tisdell (2016) recommended, these codes were then collected for the first axial coding cycle and organized into initial categories and sub-categories (Table 4). Responses were coded until saturation was reached to extensively analyze the participant's perspectives (Merriam & Tisdell, 2016). Upon final analysis, codes were placed into two broad categories:

teacher perceptions and student perceptions. Subcategories were developed for each to represent aspects of Flip or the unit (Merriam & Tisdell, 2016). The conclusions for each code were written narratively and then organized in a frequency graph to illustrate the reoccurring themes. Teacher and student responses were included in separate figures representing the themes. The individual summary of each teacher, including their classroom responses, was organized into a table based on each code and theme (Table 2 and Table 3).

3 Findings

The findings in this study illustrate positive conclusions from student perceptions of using Flip, student choice, and reading motivation, as well as teacher perceptions of the training they received, their overall Flip experience, and their students' reading motivation in conjunction with the Flip-based discussion activities. These results support that student-centered learning using Flip may positively affect adolescent learners' reading motivation. The following broad themes emerged after the coding process: adequate training is needed for Flip implementation, and student-driven learning motivates students.

3.1 Flip and professional development

Teacher interviews illustrated positive perceptions of the training, using Flip, student choice, and the overall unit. Teacher comments (Table 2) demonstrate the reasons why the Flip training was effective and how it helped them prepare to use Flip with their students. Additionally, teachers expressed plans to use Flip again, with various recommendations and changes for future use. Teachers provided detailed, thorough reflections on using Flip and why they plan to implement Flip with their students in upcoming units, subjects, and school years. Within their responses, teachers observed students' desire to use Flip, talk about their articles, and excitement to debate their opinions through video responses to their peers. Teachers also stated their joy in watching students' videos about their articles and the overall quality of the article summaries.

Table 2 Teacher interview summaries – overall flip experience

Teacher (Pseudonym)	Recommendations/ Changes	Training (Teacher Preparation)
Mrs. Smith	Future assessment of videos Adjust timeframe for unit scaffolding Increase amount of time for students to record	Training promoted high levels of comfort with using Flip High probability of using Flip again in ELA classes
Mrs. Jones	More training and practice with peer responses to videos More teacher practice to produce smoother lessons in the future	Training relieved prior hesitation to use Flip Plans to use in Social Studies lessons and future ELA lessons
Mrs. Miller	Separate groups for each class of students Provide guidelines for recording Prepare space in/out of classroom for students to record Future training on Flip features (backgrounds, sound effects, captions, etc.)	Enthusiastic reflection of training Benefitted from setting up Flip during training Positive remarks on lesson organization Future use with ELA novel and Social Studies classes
Mrs. Johnson	Separate groups for classes Future training on adding more co-teachers to classes More practice with Flip to better model for students	Prior hesitation with technology in the classroom Felt very confident after training Benefitted from setting up Flip during training Felt overwhelmed with prior use of Flip, but reported confidence and higher comfort level after training Future use with ELA, Social Studies and social-emotional lessons

Note. Summaries are used to visually explain teacher experiences for each code: motivation and engagement, training, and recommendations/changes.

3.2 Teachers, flip, and reading motivation

Teachers identified Flip as having a positive effect on student motivation and engagement. Teachers observed higher motivation levels with students who struggle with reading, especially with discussion and choice while using Flip (Table 3 and Table 4). Students were observed wanting to read despite previous resistance to other discussion activities or the use of technology. Teachers pointed out this was especially true for students who were often resistant to reading. Teachers found Flip to be a motivating factor for their sixth-grade students.

Table 3 Teacher interview summaries – Perceptions of student motivation

Teacher (Pseudonym)	Motivation & Engagement
Mrs. Smith	Students who struggle with reading were more engaged because of Flip Peer influence increased student performance for their article summaries and videos Students were so engaged they wanted more time to work and record Students cared about their peers seeing their videos, so they produced stronger work Students were motivated by the freedom to choose their article and how they made their videos
Mrs. Jones	Students were more motivated by choosing their articles Flip still added an extra level of motivation Students interacted positively with each other in the process Students loved checking to see who viewed their videos Students wanted more time to record
Mrs. Miller	Students were excited at the first mention of using Flip in class Many students compared Flip to TikTok and other social media Students were motivated to fully move through each task Students wanted to do a good job in front of their peers
Mrs. Johnson	Students took their time to produce high-quality videos Students took their time to fully prepare for their videos Students found evidence to support the information in their graphic organizer for the summary of their articles Students were motivated to present to their classmates and look good for their peers

Note. Teachers used "motivation" and "engagement" to describe students' behaviors.

3.3 Students, flip, and reading motivation

Based on the student survey responses, the findings indicate largely positive perceptions of Flip-based discussion activities (Table 3 and Table 4). The data also revealed student choice positively impacted most students' reading motivation. Students enjoyed choosing how they created their video and what article they chose and discussing it with their peers. Additionally, students commented on the video effects they could change on Flip: background images, text on the screen, music, and other special effects. The customization of Flip was related to TikTok and other social media platforms. Negative perceptions were about peer anxiety, yet peer influence was also viewed as a positive effect of Flip on students' reading motivation.

Table 4 Summary of student responses: Positive and negative

Student Responses	Flip Perceptions	Discussion-Based Activity	Student-Selected Text	Reading Motivation
Positive	Choice in video effects Choice in article presentation Discussing article Peer influence	Talking with friends Sharing opinions Hearing about other articles	Topics of interest/ value Reading what students want	Flip = higher motivation to complete the assignment Increased excitement to read and film responses
Negative	Filming anxiety Nervous to present to peers Difficulty with peer responses	Peer influence Reluctance to share opinion with peers	Indifference to text Lack of interest in texts	Reluctance to read due to filming Negative feelings toward reading in general

Note. Summaries include Class 1, 2, 3, and 4.

Both teachers and students agreed on Flip and student-selected texts as motivating factors in the lesson. Students and teachers also agreed on the benefits of student discussion about their student-selected articles. Students were excited to learn about their peers' articles, and teachers observed increased participation from reluctant, quieter students. Throughout the lessons, teachers observed increased levels of student engagement, conversation, and effort to read, summarize, and discuss the text they selected. Using student choice and discussion-based aspects of Flip resulted in largely positive teacher and student perceptions.

4 Discussion

The findings of the current study support the use of Flip due to its use of choice, discussion, and student-centered learning. Technology, such as Flip, can benefit students when teachers are properly trained and prepared to use it in their classrooms (Davis & Neitzel, 2010; Hall, 2005). With adequate training and its student-centered attributes, Flip may positively impact adolescent learners reading motivation (Walker et al., 2021; Boardman et al., 2016; Vaughn et al., 2011).

4.2 Implications

4.2.1 Flip and professional development

The four participating teachers reported feeling comfortable and more confident using Flip after the training, despite little to no prior experience. The participants stated the training was effective because of the clarity of the lesson, the amount of details provided, the organization, and the direct facilitation to prepare them to use Flip. Additionally, each participating teacher mentioned plans to use Flip again for future lessons in English Language Arts and with other subjects. These findings support the lack of teacher comfort in using technology in the classroom without proper training (Higgs, 2020; Boche, 2019; Karchmer, 2003). Previous research aligns with the current study, as teachers expressed a need for adequate training with relevant materials, alignment with state standards, and practical training to implement the content (Higgs, 2020; Karchmer, 2001).

Furthermore, teachers in the current study described their experience with Flip as positive, effective, and appropriate because they felt prepared to facilitate student learning and dialogue through Flip (Higgs, 2020). Appropriate and effective training includes preparing teachers with the materials, walking them through the lesson set-up, and how facilitating student discussion throughout the reading process (Green et al., 2021; Kiles et al., 2020; Lowenthal & Moore, 2020). These positive perceptions indicate teachers may benefit from the above-mentioned components of effective training to use Flip and other technology in the classroom.

4.2.2 Teachers, flip, and reading motivation

Teacher perceptions of Flip on students' motivation to read were positive, as they noticed high levels of student engagement with the articles and the Flip videos. Teachers reported an increase in reading motivation due to the autonomous nature of Flip, interacting with their peers through the Flip-based discussion, and the choice in how they could make their videos. Previous research showed increased reading motivation with open discussions and student autonomy in reading activities (Applebee et al., 2003; Vaughn et al., 2011). Teachers in the current study felt students' summaries were more accurate due to the use of Flip. Likewise, research has found that students can better synthesize information through discussion-based learning, where students are in charge of how they display their skill acquisition (Blanton et al., 2007; Davis & Neitzel, 2010). Teachers in this study support this in their statements about students' perceptions of the Flip features and

choosing how to record their video of the article summary. All four teachers found that even students who struggle with reading were motivated to read their articles because of using Flip, demonstrating the benefit of student choice, discussion, and the overall autonomy of Flip (Davis & Neitzel, 2010; Solis et al., 2014).

In addition to the benefit of student-directed, autonomous learning, teachers reported the benefit of student dialogue in the Flip-based discussion activities and reading (Boardman et al., 2016; Vaughn et al., 2011; Walker et al., 2021). Previous research has found the benefits of collaborative, discussion-based reading activities on students' reading motivation and comprehension (Blanton et al., 2007; Davis & Neitzel, 2010; Hall, 2005; Solis et al., 2014). When students participate in dialogue around a text, other studies have shown higher rates of overall comprehension and deeper meaning-making (Haselhuhn et al., 2015; Thomas, 2015). The current study supports this with teacher perceptions of comprehension from the article summaries, as demonstrated in the Flip-based discussion activities.

4.2.3 Students, flip, and reading motivation

Overall, students reported higher motivation to read their articles due to the excitement of sharing with their peers through the Flip-based discussion activities. Student survey responses revealed mostly positive perceptions about filming with Flip and sharing their opinions. There were some negative perceptions from students that were centered on filming anxiety and reluctance to read in general. Other students only cared about completing the assignment for the grade. This small amount of extrinsic motivation was found in previous research studies where students were apathetic about literacy assignments (Haselhuhn et al., 2015; Paige, 2011). Some students struggled with the Flip features, as seen in other technology-based studies (Paige, 2011; Pilgrim et al., 2018). Despite the small number of negative responses, students expressed a high frequency of enjoyment and engagement with the Flip-based discussion activities. Developmentally, this shows the benefits of using Flip with adolescent learners, as they become more egocentric and worldly and increasingly desire to please (Paige, 2011). Furthermore, students were excited to hear about other articles and their peers' opinions about the articles they read.

Previous research studies show the benefit of student discussion on their intrinsic motivation to read (Bright & Loman, 2020; Paige, 2011). Similarly, the following have been found to have a positive influence on reading motivation in general: group work, peer and teacher encouragement, clear instructions, positive feedback, talking with students, and participating in student-centered, stimulating activities (Haselhuhn et al., 2015; Nichols et al., 2007; Varuzza et al., 2014). The current study supports these aspects of literacy instruction, as students reported value in presenting their work to their peers and receiving peer feedback. Students explained the benefits of being creative, collaborating with classmates, and participating in the Flip-based discussion activities. This supports the current study and students' statements about Flip as a better alternative to other discussion-based assignments they had previously completed. Other studies have shown the benefits of cooperative learning, structured autonomy-based instruction, and a focus on self-efficacy in skill demonstration (Neugebauer, 2016; Law, 2011; Paige, 2011; Pennington, 2017). In short, student autonomy in making Flip videos may positively correlate with reading motivation due to its student-centered pedagogy.

4.2.4 Student choice and reading motivation

Like perceptions of the Flip-based discussion activities, students reported mostly positive

perceptions of the ability to choose their article. Students found value in their selected text because they could choose topics they were interested in. Negative perceptions appear to be based on a general lack of enjoyment for reading in general or a lack of opinion on choosing the articles because they cared more about completing the assignment. This is supported by past research and students' focus on extrinsic motivation, such as grades or finishing assignments, to be done sooner (Fulmer & Frijters, 2011; Paige, 2011). Conversely, most students had increased motivation to read due to the value they found in their student-selected texts (Barry, 2013).

Student survey responses showed positive results in choosing their topic, their article, and how they completed the video assignment (Gabriel et al., 2012; Fulmer & Frijters, 2011; Unrau & Schlackman, 2006; Pennington, 2017). According to students, the main negative is when they have no choice in what they read. Past studies have found large decreases in student motivation when they are simply assigned reading material without any choice or autonomy (Boche, 2019; Fulmer & Frijters, 2011; Ivy & Broaddus, 2001). The current study supported this with students' overall perceptions and sentiments explaining the appeal behind selecting their text.

5 Conclusion

Adolescent learners' reading motivation continues to be a significant concern for educators (Higgs, 2020; Wang & Louick, 2020). Past research has found that students benefit from autonomy, choice, and discussion about what they read (Boche, 2019; Haselhuhn et al., 2015; Law, 2011; Neugebauer, 2016; Pennington, 2017). An argument can be made to use specific types of technology to facilitate this student-centered pedagogy with proper training (Nichols et al., 2007; Thomas, 2015). Flip, when used after adequate training, can be used to foster derivatives of student choice and discussion about what they read (Bright & Loman, 2020; Fulmer & Frijters, 2011; Paige, 2011). In order to effectively deliver this student-centered pedagogy of learning, teachers may benefit from intentional, tailored, and comprehensive training to effectively implement Flip-based discussion activities with their students (Higgs, 2020; Kiles et al., 2020; Wang & Louick, 2020). Based on these answers to the current study's research questions and previous literature, the findings indicate there may be a benefit in utilizing student-centered learning with Flip to positively impact reading motivation (Barry, 2013; Bright & Loman, 2020; Fulmer & Frijters, 2011).

5.1 Recommendations

Several recommendations can be made based on teacher perceptions of adequate training. Participating teachers from the current study could train other teachers, using the researcher-created design, at their schools to determine the effectiveness of the training and implementation. While outside training can be beneficial, teachers are sometimes more receptive to technology training when it comes from within their building or district (Boche, 2019; Higgs, 2020; Vaughn et al., 2011). Especially when they have questions about using the technology, teachers will have a resource within their building or district. In practice, this training could increase confidence in using technology in the classroom as teachers train, help, and learn alongside each other. This collaborative training may facilitate positive results with students when more teachers use consistent methods to engage students in reading and Flip-based discussion activities (Wang & Louick, 2020). There is potential to reach and train more teachers with this method (Higgs, 2020; Wang & Louick, 2020).

Additionally, the participating teachers mentioned using Flip in future Social Studies lessons.

Based on these comments, another recommendation is implementing Flip-based discussion activities in other subject areas. Utilizing Flip in other subject areas may benefit student-centered, discussion-based activities involving summarizing, synthesizing, analyzing, and presenting information obtained (Green et al., 2021). Implementing this student-centered pedagogy in adolescent learner grades across content areas may positively affect students' reading motivation.

5.2 Limitations

As the researcher conducted interviews about the researcher-led training, one limitation exists: this may have impacted the honesty of their responses. This may be addressed in future research studies where an additional researcher conducts the interviews to limit biased responses.

A limitation on generalizability exists due to the study's scope and population, with only two schools, four teachers, and their subsequent classrooms. As seen in Table 1, School 1 and School 2 are similar and different in various ways: socio-economic status, race, grade levels, school location, and amount of students per grade. Despite these differences, teacher and student perceptions were relatively similar for the Flip-based discussion activities, reading motivation, and student choice. However, repeating this study with other similar school districts may be useful to determine if teachers in rural and urban areas are equally comfortable using Flip after training. The same study would be beneficial in obtaining students' perceptions of their comfort using Flip in rural and urban districts.

5.3 Implications

The implications of this study may suggest that students care about what they read, how they read it, and why they are reading it (Gabriel et al., 2012; Pennington, 2017). Technology-based discussions can help mitigate this, but only when teachers are prepared, trained, and confident in using it (Green et al., 2021; Higgs, 2020). With this adequate professional development, teachers may be able to utilize student-centered learning to positively impact students' motivation to read. Given the results of the present study, educators may be able to redesign reading activities and structure them to be student-centered using choice and technology such as Flip. As education continues to search for ways to increase reading motivation and subsequent reading performance, the use of technology combined with student-centered learning may be significantly effective.

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Appendix A

Student Response Questions via Google form – short answer responses

1. Describe what you liked or did not like about using Flipgrid in class.
2. Describe how using Flipgrid affected your motivation (made you want/not want) to read your chosen article.
3. In your experience, describe how this assignment was better, worse, or the same as other discussion assignments.
4. Describe how much you cared about being able to choose your nonfiction text/article you read.