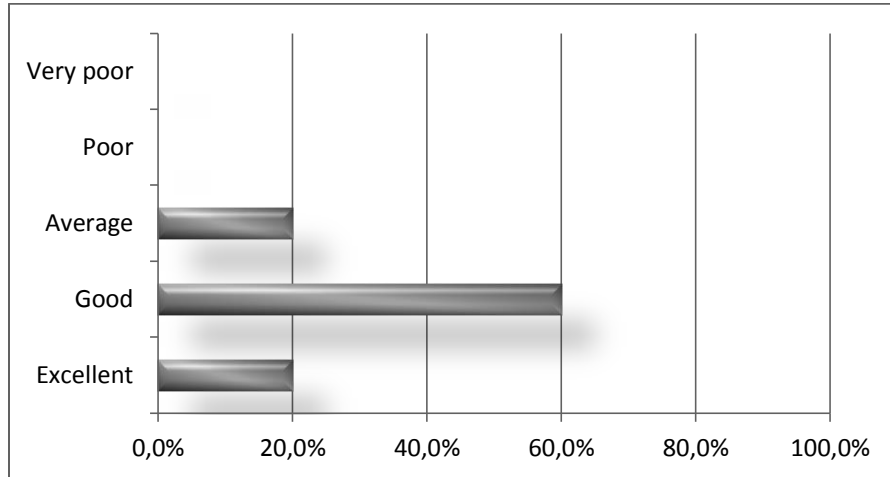
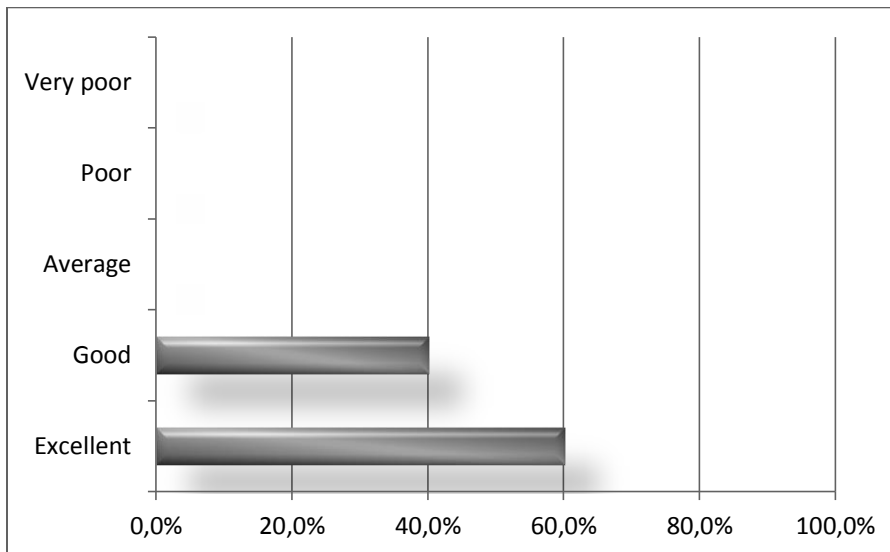

SURVEY BRIO EXPERIMENT

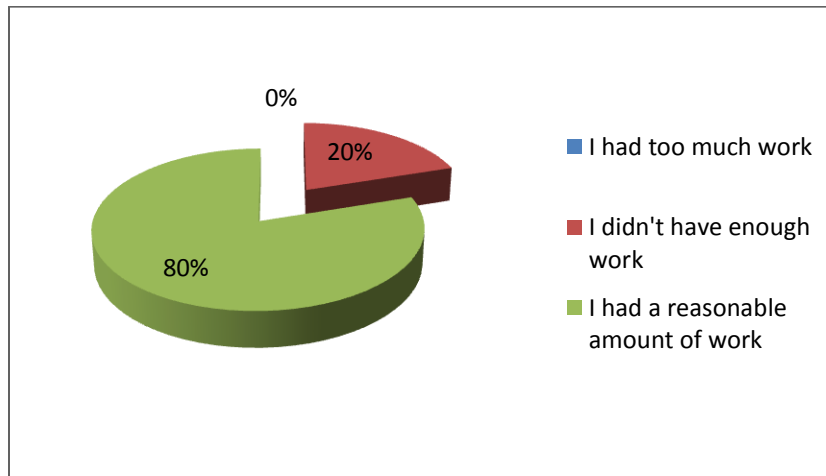
- What did you think of the balance between the reading, presenting and the various workshop activities?



- What did you think of the choice of book (did you find the subject interesting? etc.)?



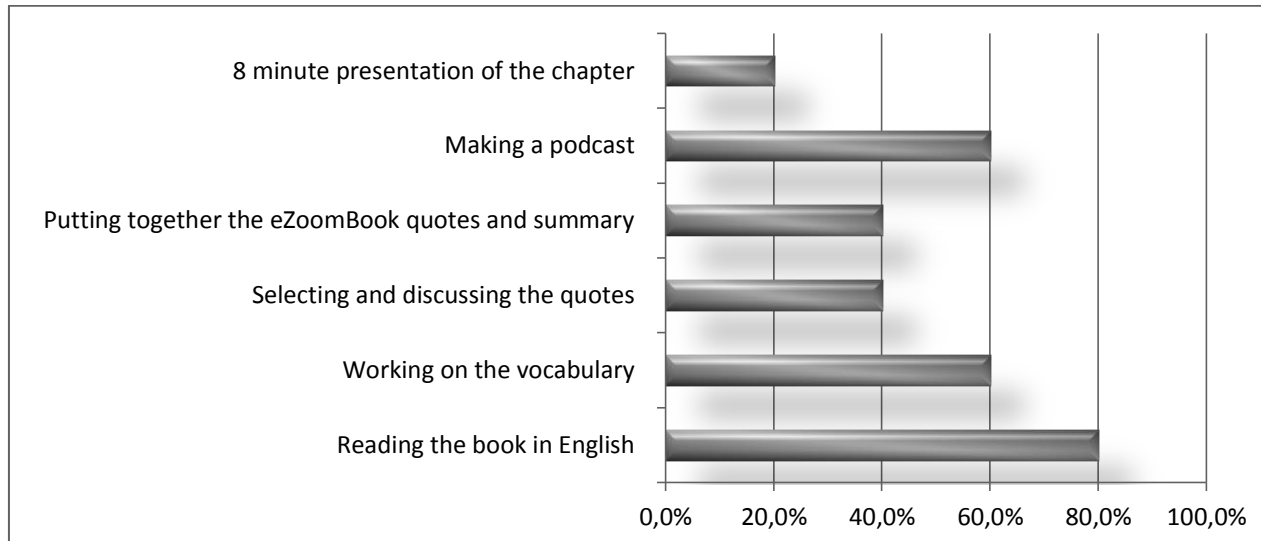
- Please evaluate the workload of the workshop.



- How did your tutor help you during this workshop? And what did you learn from your tutor during this workshop?

1. *They help us to speak english and they provide us some explanation about the text and the workshop.*
2. *Translate some words - expression I learn a capacity to translate some sentences*
3. *Ils nous ont accompagné durant tout le projet et leur aide nous a été très efficace pour la compréhension de l'anglais ; leurs conseils sur le choix des citations ont été fructueux et utiles. Merci à eux.*
4. *They help us with the vocabulary, and we learn new vocabulary.*

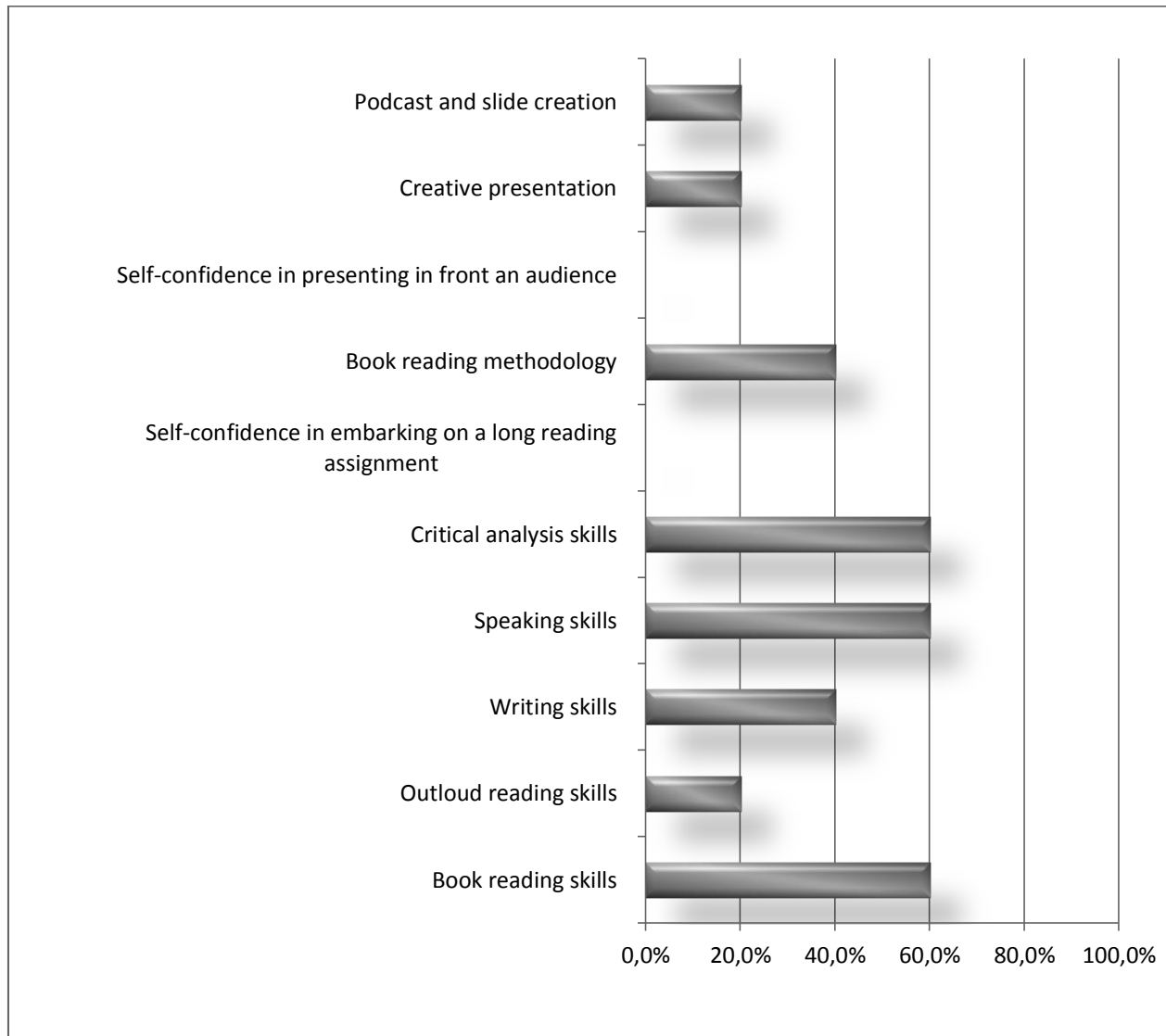
- Concerning the articulation of the workshop, which activities did you find interesting? (more than one answer possible)



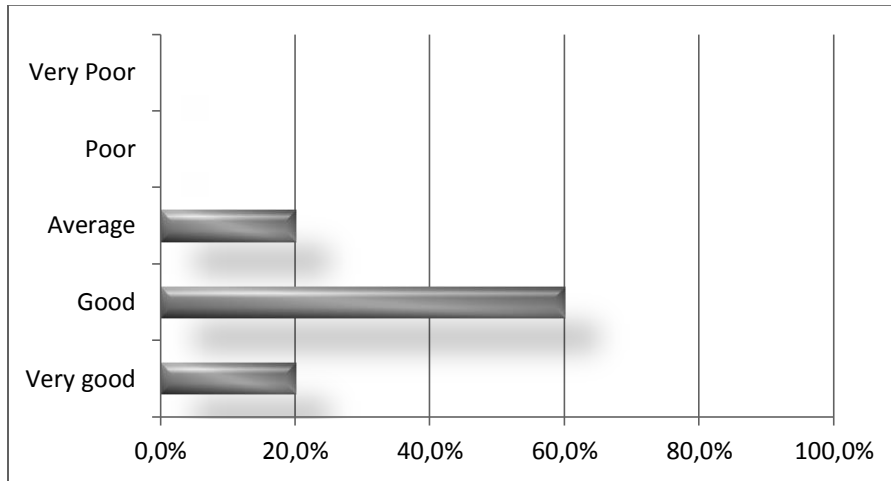
- Please give us your suggestions for future eZoomBook workshops.

- 1. La remarque suivante concerne surtout la présentation du site web eZoomBook : peut-être pourriez-vous le rendre plus attractif en y mettant de la couleur, en le rendant plus design et ainsi capter le maximum d'internautes.*
- 2. Work on another books of Roald Dalh.*
- 3. maybe more times to achieve the workshop*

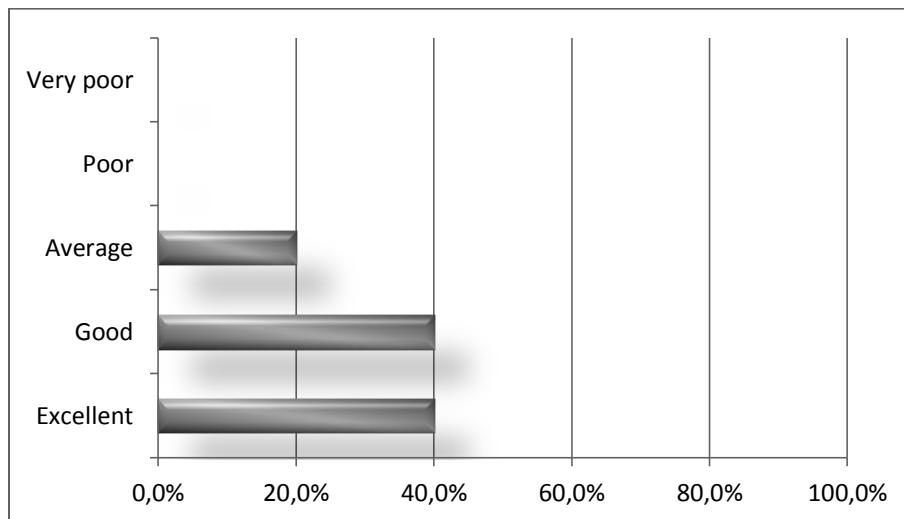
➤ What skills did this workshop help you improve?



- How well was the workshop organised (timetable, workload, documentation, homework, instructions, coordination between eZoomBook experts and tutors)?



- Please give an overall rating for the final session (did you enjoy it? did you find it useful? etc.).



Note concerning our approach and what we try to measure in our surveys:

By introducing the eZB methodology into the reading experience, our hypothesis is that the challenge and enjoyment of the activity will lead to the virtuous circle of enjoyment, involvement, and wanting to read more. We experimented with groups who enjoy reading regularly and groups who don't. The above survey was carried out with a group of students who claim they dislike reading and therefore the results are particularly significant.

We adhere to the 8 dimensions of the flow experience as defined by Csikszentmihalyi (1993: 178-9) since these dimensions not only incorporate sound pedagogical principles but also a humanistic approach to teaching (Maslow, 1954), (Frick, Willard B et al. Maslow, Murphy, Rogers, 1989). Here is how we have applied these principles to our methodology.

1. Clear goals and immediate feedback;

Our goal in our eZB workshops is first to construct an eZB chapter by chapter collaboratively. The feedback process was achieved through the immediate reaction of peers and their input. The discussions with tutors then allowed us to work further on the novel. The feedback for the contributors was achieved through peer comments on the platform. For the readers who took the challenge of answering questions on the platform, the feedback was immediate in the form of the correct answer.

2. Equilibrium between the level of challenge and personal skill;

The choice of book for our various reading groups corresponds to an ambitious task (for French students reading in English). We want to motivate students to read above their level. In presenting the learning objectives, we usually highlight the literary value of the novel (for example : Lord of the Flies is part of the literary heritage; the novel is written by a Nobel-prize winner, etc.). The possibility to divide up a difficult book into different layers assigned to specific students (eZB format) simplifies the task but also challenges students to read a book they might otherwise not read.

3. Focused concentration;

The work of creating an eZB contribution implies that students have to adopt different styles of reading – sometimes skimming for places where information can be found; sometimes reading intensively word for word to better understand the implications of the part of the text to the whole. This requires focus on a goal and the means to achieve the goal. Reading as goal-directed activity implies focus of concentration on the task.

4. Sense of potential control;

Students rarely have the opportunity for role reversal in the classroom. However, in this classroom scenario, they become the person to construct material (eZB) and to ask questions and referee (explain) the answers. The eZB tool give students the role & and responsibility of teacher: choosing what is important for study and evaluating whether learning has taken place by composing interesting and challenging questions.

5. Loss of self-consciousness;

When a flow experience is reached, self-consciousness disappears. Self-consciousness is often present in the traditional classroom format where one person is called upon to answer in front of peers and where wrong answers are sanctioned by the teacher. The social and collaborative potential of eZB reduces the role of the teacher and empowers the learners. Students come equipped with the technical skills to navigate the platform and gain in self-confidence as the construction of their contribution takes shape. Losing oneself in the task at hand is the essence of a flow experience and it is hoped that life-long reading habits can result from this feeling of accomplishment taking place in a classroom. A qualitative measure of this reduced anxiety and enjoyment of the activity in relation to our chosen text are the students' positive reaction at the end of class and their intention to read the full book.

6. Merging of action and awareness;

Action is a key element in constructing eZBs; the eZB tool require participation, collaboration, and paying attention to the task at hand in order to produce a result.

7. Time distortion;

The most commonly cited benefit of a flow experience is lack of boredom and a distorted sense of time. In other words, learners have the feeling of being outside of the constraints of the clock and that time flies. eZB workshops do not magically create an experience of reading in a flow-mode. What makes it possible is the matching of the challenge to the skill level of the learner by breaking down the difficulty of complex texts and guiding the process of eZB construction. The rules and guidelines set out by the platform are clear and quickly understood so that all effort is concentrated on the task and on the accomplishment of the goal.

8. Self-rewarding experience.

The personal pride of posting an eZB based on books on a public site brings a sense of accomplishment and satisfaction to the contributors. This is analogous to an altruistic exercise since the eZBs are posted for the enjoyment of others. It also gives readers the possibility to become "writers" and teaches them something which is difficult to teach: the art of writing by the modelling of their own writing on that of confirmed authors.

If you wish to contact the participants of the BRIO experiment, here is the list of emails:

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