OXFORD

SHAKESPEARE ONLINE
USAGE REPORT
SEPTEMBER 2011 – JUNE 2012

A summary of teacher and student feedback and website usage metrics for *Shakespeare Online*, including *Romeo & Juliet Online*, *Macbeth Online* and *Hamlet Online*.
Prepared by Oxford University Press Canada, October 2012.

OXFORD NEXT

Dear Educator:

As a department of the University of Oxford, Oxford University Press furthers the university's objective of excellence in research, scholarship, and education by publishing worldwide. Our Canadian branch was founded in 1904, and our first Canadian school book was published in 1925. Today the world is changing faster than ever, and Oxford is changing with it. Exciting new resources such as *Shakespeare Online* carry the Press's traditional reputation for excellence into new multimedia dimensions.

Developed on our new *Oxford Next* platform, *Shakespeare Online* represents the Press's commitment to rethink, reimagine, and reinvent how educational resources can support you and your colleagues in the very important work that you do. We are proud to say that *Shakespeare Online* is a Canadian program, conceptualized and hosted here and created with the help of Canadian educators and organizations. Since its launch in the Fall of 2010, *Shakespeare Online* has been used by thousands of teachers and students throughout Canada, and *Shakespeare Online* licenses continue to grow.

The annual *Shakespeare Online Usage Report* provides data and feedback about the ongoing use and effectiveness of the Shakespeare sites. We are very pleased that the feedback this year from teachers and students continues to be overwhelmingly positive. Unlike print, one of the greatest benefits of an online resource is that we can respond to teachers' and students' recommendations for site improvement quickly and efficiently with no usage interruptions. This year, we have made some functionality changes that will assist video streaming in schools where broadband access is limited.

In addition, *Shakespeare Online* will now run on almost any device and operating system, and is the ideal complement to the BYOD classroom. *Shakespeare Online* does not require any expense investment in infrastructure. Teachers and students just open their accounts, turn on the Internet-connected device, and the resources are ready to run.

Finally, it continues to be our hope that sharing the data in the annual *Shakespeare Online Usage Report* will contribute to a collective understanding of how new technology and educational resources can be employed to support teachers across Canada in delivering curriculum through technology in a truly 21st century environment.

Sincerely,

David Steele
Vice President and Director
School Division

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ABOUT *SHAKESPEARE ONLINE*

BACKGROUND

In September and October 2010, Oxford University Press Canada launched the first three sites in the *Shakespeare Online* collection: *Romeo & Juliet Online*, *Macbeth Online,* and *Hamlet Online*. Now in our third year, registrations continue to grow as more schools and districts sign on. We are proud to say that thousands of teachers and students are using these new and innovative 21st century resources.

A Midsummer Night's Dream—Available 2013

Based on the resoundingly positive feedback from our users, we are pleased to announce that we will be adding another play to the *Shakespeare Online* collection in 2013: *A Midsummer Night's Dream.*

A PERSONAL AND POWERFUL MULTIMEDIA EXPERIENCE

Conceptualized, developed, and hosted in Canada, *Shakespeare Online* is designed to provide all students with a personal, meaningful, and powerful multimedia experience. Making Shakespeare accessible and relevant to all students and offering them a rich and multifaceted view of what Shakespeare looks and sounds like is what *Shakespeare Online* is all about.

Shakespeare Online is built using the new *Oxford Next* online environment. *Oxford Next* offers a stable yet dynamic platform from which to deliver a broad range of interactive content and study tools in a safe, secure, and easy-to-use online environment. *Oxford Next* is a reflection of our commitment to rethink, reimage, and reinvent a new generation of teaching and learning resources for Canadian classrooms.

As a web-based product, *Shakespeare Online* is accessible to students and teachers any time and from anywhere. Each site features a comprehensive suite of content and tools including movies, stage and audio productions; photographs from the *Stratford Shakespeare Festival* archives; support for basic understanding; and an interactive version of the playscript.

Shakespeare Online runs on almost any device and operating system, and is an ideal complement to the BYOD classroom. It does not require any expensive investment in infrastructure—just open an account, turn on an Internet-connected device, and the resources are ready to run.
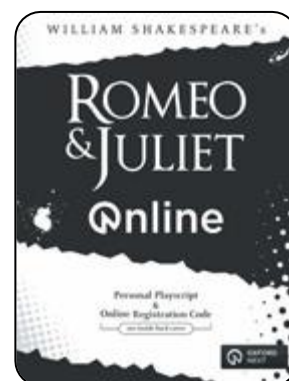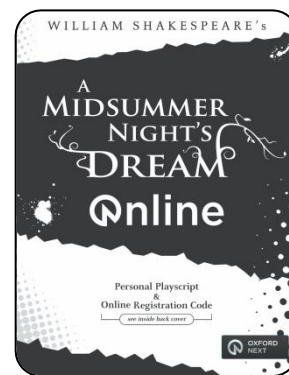
FEATURES OF SHAKESPEARE ONLINE

Shakespeare Online delivers a unique and powerful collection of content and tools that allows students and teachers to enrich and personalize the experience of studying Shakespeare.

Features	Description
Online Delivery	*Shakespeare Online* is browser-based and available anywhere, anytime, from any computer. Each site contains a range of interactive print and multimedia resources.
Easy Set-Up & Registration	All access to the sites is through a unique user-generated ID and password. All users have access to 24/7 online technical support on the sites.
User-Friendly Interface	The *Oxford Next* platform instantly synchronizes all content tabs according to act and scene. Content tabs can be moved and reorganized, permitting flexible and individualized use.
Interactive Playscript	The Interactive Playscript offers reading and comprehension support for the play's language, literary devices, and characters along with an audio reading of the script.
Multimedia Content	The Multimedia tab provides an unprecedented collection of the highest quality full-length feature films, stage productions, audio dramatizations, production stills, and art images.
Graphic Novel	A "quick" text graphic novel edition offers stunning illustrations and abridged text for a highly visual and faster-paced read.
Self-Check Questions	The Self-Check section allows students to build customized quizzes around acts and scenes in the play and receive instant feedback on their performance.
Discovery Guide	The Discovery Guide offers a rich collection of questions and activities: Watch For It! prompts, Tips and Questions, Media Spotlight activities, and Try This! sections.
Notebook	The Notebook is a personal space for every user to bookmark content from the site, save quotes, keep favourite media, and record their own ideas—all exportable from the site.
Glossary	A Glossary contains definitions and explanations for over 3,000 words and phrases, literary devices, and names and places in a play.
Downloads	Multiple-format files for the Playscripts, Discovery Guides, synopses, character profiles, audio readings, and reproducible BLMs can be downloaded from the site.
Personal Playscript	The Personal Playscript is a printed consumable script intended to encourage students to annotate, highlight, and mark up the text as they explore the play.

OXFORD NEXT PLATFORM IMPROVEMENTS

Our annual research initiative provides us with user data and suggestions for improving *Oxford Next*. Seamless implementation of these recommendations is just one of the major benefits of a dynamic, online resource. This year's functionality upgrades include:

Simplified school-wide licensing

The addition of a new school-wide licensing system greatly simplifies the management and distribution of individual access codes.

Improved video quality and performance

Multiple bandwidth options have been added for all videos and offer users improved streaming and viewing quality based on available user bandwidth.

- **Low-bandwidth** video is approximately half the size of the previous version, minimizes buffering problems and improves viewing quality.
- **Medium-bandwidth** files are DVD resolution and offer a balance of high quality and speed.
- **High-bandwidth** files are 720p resolution, offering the highest quality performance even in full-screen views.

Mobile compatibility

As of November 2012, *Oxford Next* offers a high quality mobile experience from *iOS* and *Android* tablets and phones. Our upgrade from the FLV to H.264 video codec enables higher-quality video with a reduced file size and the residual benefit of mobile device compatibility.

Improved volume

The volume for all audio and video files has been increased in every website, anywhere from 200-300% for an improved projected in-class experience.

Improved overall network performance

The implementation of a new streaming server, Flash Media Server 4.5, greatly reduces the server-side "Net-stream connection failed" error experienced by some users. The size of all audio files has been reduced by approximately 60%.

ABOUT THIS REPORT

This report, the *Shakespeare Online Usage Report* (referenced throughout this report as the *SOUR*) summarizes user information collected by Oxford University Press Canada from September 2011 to June 2012. The three data sources for this report are: a June 2012 Teacher User Survey; a June 2012 Student User Survey; and website analytics collected between September 2011 and June 2012. The report also highlights key longitudinal user information collected since September 2010.

TEACHER USER SURVEY

In June 2012, Oxford University Press Canada invited all registered purchasing teachers using at least one of the three *Shakespeare Online* plays to complete an online survey. In total, 98 teachers from high schools in six (6) provinces (BC, AB, SK, MB, ON, , NL, NS) responded. The 30-question survey asked about the extent and type of use, most useful features and functionality, overall effectiveness for teaching and learning, overall satisfaction levels, technical performance, and technology issues and use. Forty-three per cent (43%) of teachers who responded to the survey last year responded again this year.

STUDENT USER SURVEY

In June 2012, Oxford invited all registered students to complete an online survey. In total 409 students from high schools in seven (7) provinces and one territory (BC, AB, SK, MB, ON, NB, Yukon) responded. This represents a 170% response increase over last year. The 22-question survey asked about the extent and type of use, the most liked features and functionality, student satisfaction levels, and technical performance.

OXFORD NEXT WEBSITE ANALYTICS *

The analytics report provided aggregated usage data for the *Oxford Next* platform and three *Shakespeare Online* websites from September 2011 to June 2012. These metrics illustrated frequency of use, time of use (monthly, weekly, and daily), and the most popular or frequently used content elements.

* Data Notes: Survey responses and website traffic data were consistent across the three plays. Therefore, unless otherwise stated, all survey responses and website analytics in this report represent aggregated data from the three websites.

REPORT HIGHLIGHTS

Now entering its third year of use, *Shakespeare Online* continues to receive overwhelmingly positive response from students and teachers.

STUDENT FEEDBACK

- **99%** of students said *Shakespeare Online* was useful in studying the play
- **98%** of students said that teachers should use *Shakespeare Online* again
- **92%** of students said that *Shakespeare Online* helped make studying the play more fun and interesting
- **90%** of students said that they would like to use websites like *Shakespeare Online* in other subject areas

TEACHER FEEDBACK

- **98%** of teachers had a positive experience using *Shakespeare Online*
- **99%** of teachers used *Shakespeare Online* for in-class instruction
- **97%** of teacher's said they would recommend *Shakespeare Online* to their colleagues
- **97%** of teachers said *Shakespeare Online* increased student engagement and made Shakespeare more accessible to more students
- **96%** of teachers aid *Shakespeare Online* increased critical evaluation and enhanced basic understanding

WEBSITE METRICS

- **79%** of students said they accessed *Shakespeare Online* at home
- The average total **hourly use per user account increased to 6.83 hours,** more than double last year's average
- **46%** of all traffic occurred outside of the 8:00 am to 4:00 pm school day, and **24%** of all traffic occurred after 10:00 pm and before 8:00 am compared to 49% and 14%, respectively, in 2010
- Over **93,217 student Self-Check tests** were taken by students, compared to 20,000 submitted during 2010
- The Interactive Playscript, Self-Checks, and Multimedia tabs were the most heavily accessed sections of the site, consistent with 2010. The biggest increase in usage was in the Notebook, while the biggest decrease was in the Graphic Novel /Additional Readings.

"It boosted my grade and helped me out. KEEP IT UP!"

Student

"The range of supports in terms of hearing and seeing the play are invaluable. The ability to annotate a copy of the play as it is read and experienced is tremendous, and to be able to do so with glossaries, thesaurus, dictionary, and footnotes is superb."

Teacher

INCREASED INSTRUCTIONAL USE

Compared to last year, more teachers are …

- using *Shakespeare Online* for **in-class instruction**
- using *Shakespeare Online* for **homework assignments and in-class independent group work**
- using more **multimedia content**

IMPROVED TEACHING AND LEARNING

With respect to teaching and learning, teacher evaluations of the *Shakespeare Online* show improvement as well.

Teaching and Learning	2011/12	2010/11
Made Shakespeare more accessible to more students	Up to **97%**	93%
Encouraged independent student learning	Up to **97%**	86%
Facilitated student self-assessment	Up to **97%**	91%
Increased critical evaluation of the play	Up to **96%**	87%
Gave students a more relevant experience	Up to **94%**	80%
Deepened understanding of themes and big ideas	Up to **93%**	89%

WHAT TEACHERS SAID

"It's an amazing tool."

"The best feature is that they can access it from home."

"It allows for great comparisons and critical thinking."

"It adds interest and helps with comprehension."

"The format helps make the subject 'more relevant' to the times."

"The collection of all resources in one place … saves teachers a lot time."

"It's very teacher- and student-friendly."

USER SATISFACTION

SUMMARY

Student and teacher surveys continue to show very high levels of satisfaction with the *Shakespeare Online* websites. The majority of students and teachers would like to use *Shakespeare Online* again and would recommend it to their friends and colleagues. Students and teachers commented on the convenience of online access, the variety of resources available on the sites, and the positive effect on their learning experience with Shakespeare.

STUDENT SATISFACTION

Comments consistently indicated that *Shakespeare Online* helped students better understand the language, plot, characters, meaning, and messages of the play—and get better marks.

Students commented that online delivery was convenient, and allowed them to work at their own speed and personalize their learning experiences by giving them choices in the multimedia content and learning tools on the sites.

"It was very interactive. So it wasn't boring."

Student

"It helped me develop alternative perspectives of the play."

Student

Student satisfaction

I enjoyed using SO	98%
My teacher should use SO again	98%
I would recommend SO to a friend	95%
Using SO was better than just a book	94%
Use websites like SO for other courses	90%

0%   20%   40%   60%   80%   100%

"It was online so I could never lose it."

Student
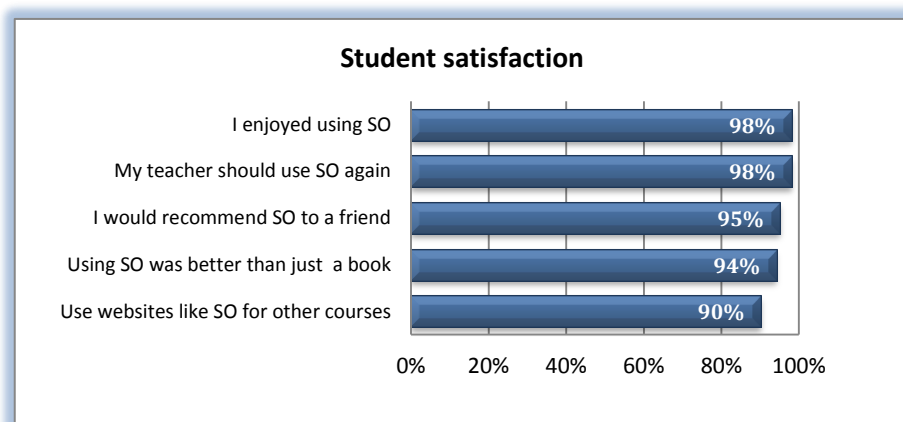
WHAT STUDENTS SAID

A student of *Macbeth* said:

"I really liked the layout of the website and how easy it was to find what I was supposed to be doing or where I was going. The site was simple to use, and so helpful. I didn't think I was going to be able to pass the English 11 course that I did on Macbeth *but when I saw this website, I relaxed a little. It helped me so much and in the end I ended up getting a B! Thank you, thank you, thank you."*

A student of *Romeo & Juliet* said:

"I liked all of the ways that I could see the story in different ways. Being able to hear people read Romeo and Juliet *helped me understand the play easier. The quizzes also helped test my knowledge and told me what to study."*

A student of *Hamlet* said:

"It was extremely helpful to search and find within the text. In addition, the ability to take notes alongside the other tools and trackers was also quite helpful. Everything was formatted in a really logical way that helped me to work on Hamlet *easily."*

> *"The site was simple to use, and so helpful."*
>
> Student

> *"I liked all the ways I could see the story in different ways."*
>
> Student

> *"It was extremely helpful to search and find within a text."*
>
> Student

> *"It was amazing having so many different resources available.*
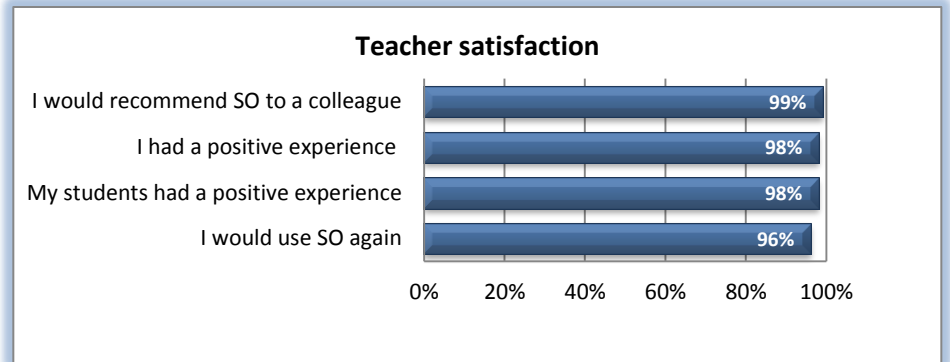>
> Student

> *"I liked how they gave different options … like the movies, graphic cartoons, and Shakespeare dictionary.*
>
> Student

TEACHER SATISFACTION

This year, teachers were even more positive than last year about their experience using *Shakespeare Online*. Teachers commented that the site was highly interactive, engaging, and well organized. They thought that the variety of media supported different learning styles and entry points, and that the learning tools on the site (e.g., self-checks, audio, glossary, tips, and questions) very effectively supported student understanding.

Teacher satisfaction

I would recommend SO to a colleague	99%
I had a positive experience	98%
My students had a positive experience	98%
I would use SO again	96%

WHAT TEACHERS SAID

"Students love the media section. Amazing tool and diverse! Glossary was very helpful. Being able to access both the text and video section side-by-side is very useful."

"I love the recording of the Playscript which allows the students to listen and follow the proper pronunciation and tone of the drama. The vocabulary and phrases on the Playscript is also a great feature for the students to understand the play."

"The graphic texts make Shakespeare's work more accessible for reluctant readers. The quizzes were helpful and the fact that there were many for each scene was wonderful."

"The program is very teacher- and student-friendly. The site is very attractive and well organized. The highlights are the Playscripts, the access to Multimedia resources, the Graphic Novel for ELL students as well as our struggling readers, and the Tips, Questions, and Self-Checks."

"All the resources are in one place: comic book version, audio, dramatic version, and two movie versions. Excellent!"

Teacher

"There is a great variety of texts that can be used to teach—saves a lot of searching time for teachers."

Teacher

"Great for students who have missed a class or who are away for extended periods of time."

Teacher

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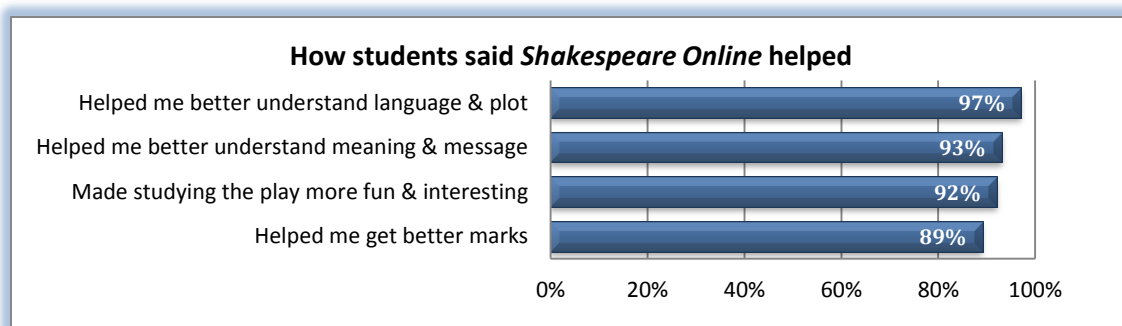
IMPACT ON TEACHING AND LEARNING

SUMMARY

There was strong consensus among students and teachers again this year that using *Shakespeare Online* provided real benefits for teaching and learning. Virtually all surveyed students said that using *Shakespeare Online* made studying Shakespeare a better experience. Teachers agreed that using *Shakespeare Online* had a positive impact on student engagement, basic comprehension, and critical evaluation of the play. As well, teachers agreed that *Shakespeare Online* strongly supported differentiated teaching and learning, integrated media study, and independent student learning.

STUDENT EVALUATIONS

Students almost unanimously agreed that using *Shakespeare Online* made a significant difference when studying a play. They agreed that it helped them better understand not only the language, plot, and characters of a play but also its meaning and message. Also, they thought it made studying the play more fun and interesting and helped them get better marks. Ninety per cent of students would like to use websites like *Shakespeare Online* in other courses and subjects.

95% of students would recommend *Shakespeare Online* to a friend.

How students said *Shakespeare Online* helped

Helped me better understand language & plot	97%
Helped me better understand meaning & message	93%
Made studying the play more fun & interesting	92%
Helped me get better marks	89%

0% 20% 40% 60% 80% 100%

"Easy to use and many options for studying."

Student

"I would read a scene while listening to the audio version, then watch the multimedia."

Student

"It enabled me to understand more about Shakespeare, and receive decent marks."

Student

WHAT STUDENTS SAID

"I had everything I needed to understand the play and prepare for quizzes."

"It certainly helped me understand Shakespeare's play more."

"I like to watch the video rather than just reading the text, and the video makes me understand more about how the play is doing, and the other thing I like about Shakespeare Online *is that we could find out the word's meaning without checking dictionaries. It saves me time."*

"I like how there was not only one simple way of reading the play. For example, being able to read the comic, listen to the audio book while reading along, and being able to watch the video to get an image of what was happening. Those features will help many different people."
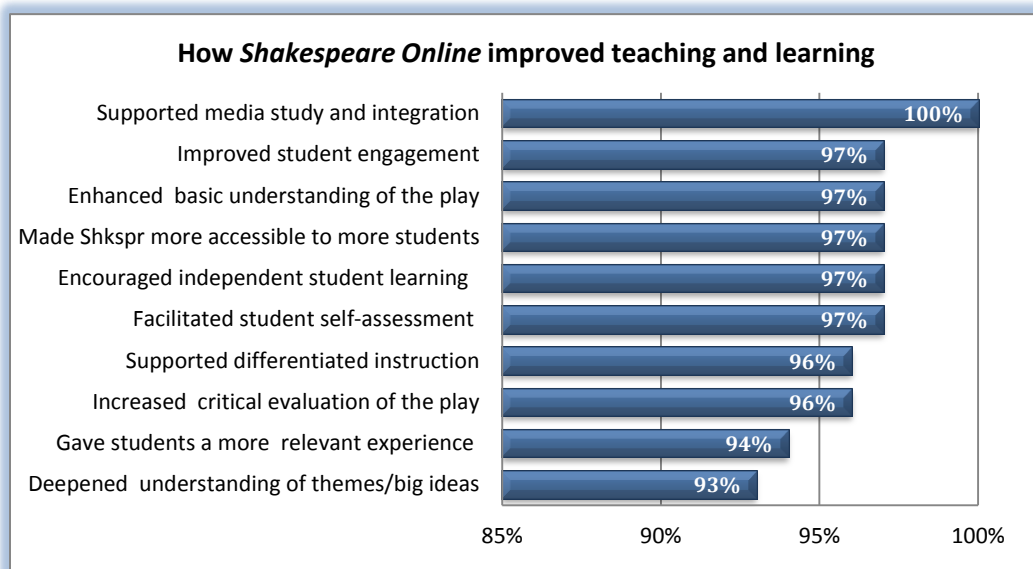
"More fun than holding a book."

97% of students thought using *Shakespeare Online* helped them better understand the language and plot of the play.

TEACHER EVALUATIONS

Teachers continue to consistently agree that *Shakespeare Online* had a positive impact on teaching and learning in their classrooms. Over 97% of teachers surveyed said that *Shakespeare Online* improved student interest and engagement, supported differentiated teaching and learning, enhanced student reading and comprehension of the play, and made Shakespeare accessible to a wider range of students. Also, most teachers agreed that the sites helped deepen student understanding of the themes and big ideas, and increased student ability to interpret and critically evaluate the play. Also, it encouraged independence and self-assessment, and gave students a more personal and relevant experience studying Shakespeare.

"I recommend all components – but the listening and following along on the Smart Board worked very well."

Teacher

How *Shakespeare Online* improved teaching and learning

Supported media study and integration	100%
Improved student engagement	97%
Enhanced basic understanding of the play	97%
Made Shkspr more accessible to more students	97%
Encouraged independent student learning	97%
Facilitated student self-assessment	97%
Supported differentiated instruction	96%
Increased critical evaluation of the play	96%
Gave students a more relevant experience	94%
Deepened understanding of themes/big ideas	93%

85%   90%   95%   100%

WHAT TEACHERS SAID

"All of the resources are in one easily accessible site. The resources are of a very high quality, which also helps to enrich instruction."

"The graphic novels, movies, and plays allow students to understand how different interpretations affect the viewers' understanding. The self-tests are also excellent."

"The range of supports in terms of hearing and seeing the play are invaluable. The ability to annotate a copy of the play as it is read and experienced is tremendous, and to be able to do so with glossaries, thesaurus, dictionary, and footnotes is superb."

"The digital access to resources (full-length movies, graphic novel) in one site is the greatest strength. The format is also engaging for students and provided a contemporary means to teach a classic text."

"Variety of resources. Students of all levels are able to find appropriate help."

"Many different resources at finger tips. Also liked the ability for quizzes online."

"First, the script for the students allows for note-taking, which allows students to be active in their learning. The audio and visual add to the media experience. In general the access to multi features aids in the experience and understanding of the Shakespeare text."

96% of teachers agreed that *Shakespeare Online* increased student ability to interpret and critically evaluate the play.

96% of teachers agreed that *Shakespeare Online* supported differentiated teaching and learning.

97% of teachers agreed that *Shakespeare Online* improved student reading and basic comprehension of the play.

97% of teachers agreed that *Shakespeare Online* made Shakespeare more accessible to a wider range of students.

97% of teachers agreed *Shakespeare Online* improved student engagement.

ACCESS PATTERNS

SUMMARY

Website metrics indicated that just less than half of all usage happened outside of the 8:00 am to 4:00 pm school day. Usage peaks that were observed in 2010 have lessened, and usage was more equally distributed throughout all time frames measured. Daily usage continued to peak on Tuesday (down from 26% to 20%), but like monthly usage this curve was more evenly distributed throughout the week. Weekend use accounted for about 12% of all use, up from 10% in 2010. The average student spent 6.83 hours on a website, more than double the total usage in 2010.
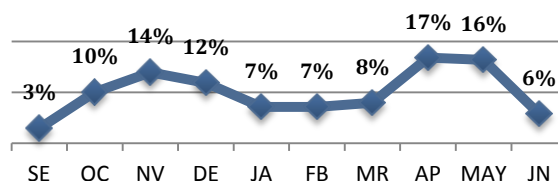
TIME OF USE

Website use was highest in November and April; however, usage was far more evenly distributed in 2011 than in 2010. Broadly speaking, heavy usage started earlier in the year, and was more evenly distributed month to month. Usage in June was down 10% year over year, the largest single-month decrease noted.

Overall site traffic was higher in the afternoon and evening than in the morning. Just more than half of all use occurred during school hours (8:00 am to 4:00 pm) and just less than half occurred outside of school. About 40% of all use occurred from 4:00 pm to 12:00 am.
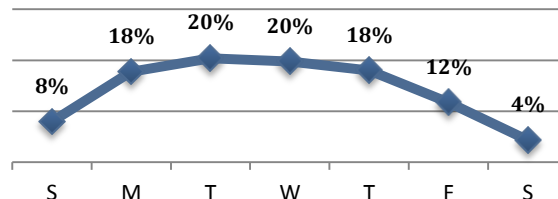
46% of all use occurred outside of the 8:00 am to 4:00 pm school day.

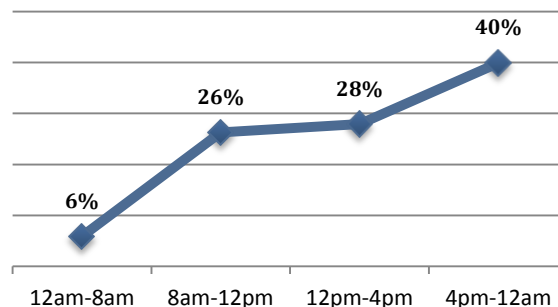**40%** of all use occurred between the hours of 4:00 pm to 12:00 am.

Monthly usage pattern

SE 3% | OC 10% | NV 14% | DE 12% | JA 7% | FB 7% | MR 8% | AP 17% | MAY 16% | JN 6%

Average weekly usage pattern

S 8% | M 18% | T 20% | W 20% | T 18% | F 12% | S 4%

Average daily usage pattern

12am-8am 6% | 8am-12pm 26% | 12pm-4pm 28% | 4pm-12am 40%

LOCATION OF USE

A majority of students said they used *Shakespeare Online* at home. This information corroborates time of use data indicating that half of all use occurred outside of the 8:00 am to 4:00 pm school day. Over half of all students surveyed said they used *Shakespeare Online* at school—either in class or outside of class.
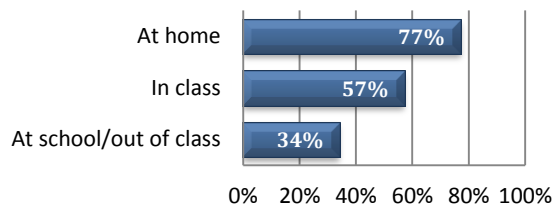
FREQUENCY OF USE

When asked, over half of students surveyed said they used *Shakespeare Online* often. Website metrics calculate the average total time of use per user was 6.83 hours.
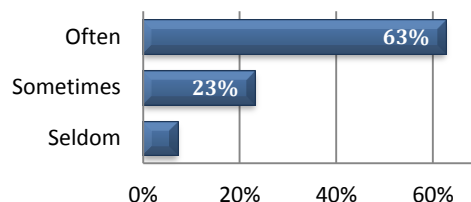
79% of students said they accessed *Shakespeare Online* at home.

34% of students said they accessed *Shakespeare Online* in school but outside of class.
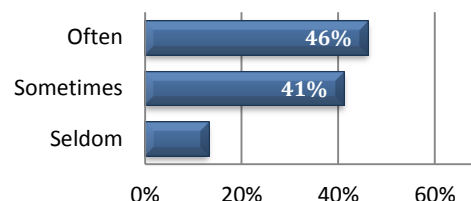
Where students used *Shakespeare Online*

At home	77%
In class	57%
At school/out of class	34%

0% 20% 40% 60% 80% 100%

How often students said they used *Shakespeare Online* in class

Often	63%
Sometimes	23%
Seldom	

0% 20% 40% 60%

How often students said they used *Shakespeare Online* outside of class

Often	46%
Sometimes	41%
Seldom	

0% 20% 40% 60%

Overall frequency of student use

>5 hours	17%
1-5 hours	33%
< 1 hour	50%

0% 20% 40% 60%
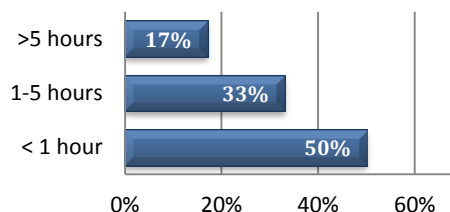
CONTENT PREFERENCES AND USAGE

SUMMARY

While there was some change in the importance-rankings this year as compared to last year, the same content categories appeared as the top four for students: Full-Length Movies, Self-Check Questions, Graphic Novel, and Interactive Playscript. For teachers, importance of the Discovery Guide fell while the Other Media content category rose significantly. Also for teachers, the Glossary, Full-Length Movies, and Interactive Playscript remained at the top of the list. (Rankings from last year's Report are in parentheses below).

Rank	Website Metrics: Most Used	Student Survey: Most Liked	Teacher Survey: Most Useful
1	Interactive Playscript (1)	Full-Length Movies (2)	Glossary (1)
2	Self-Check Questions (2)	Self-check Questions (3)	Other Media (8)
3	Movies & Other Media (3)	Graphic Novel (4)	Full-Length Movies (4)
4	Glossary (4)	Interactive Playscript (1)	Interactive Playscript (2)
5	Notebook (5)	Glossary (5)	Self-checks (6)
6	Downloads (8)	Personal Playscript (print) (9)	Graphic Novel (5)
7	Discovery Guide (6)	Other Media (6)	Discovery Guide (3)
8	Graphic Novel (7)	Notebook (7)	Personal Playscript (print) (7)
9		Discovery Guide (8)	Notebook (10)
10		Downloads (10)	Downloads (10)

"I liked that I could watch the movie version and I could download the audio."

Student

"I liked the multimedia texts alongside the original."

Student

STUDENT PREFERENCES

Student feedback continues to indicate diversity in individual preference and use as compared to last year. Some content categories were clearly more popular than others, but no one area of the site received a "most liked" rating from more than 60% of students. Nonetheless, all parts of the sites had strong positive feedback from a significant percentage of students. The content categories selected most often were Full-Length Movies, Self-Check Questions, Graphic Novel, and Interactive Playscript.

WHAT STUDENTS SAID

"*I like the interactive playscript the most. The toggles helped me understand the story more effectively. I found it a lot easier than having to flip through the actual book to find the meaning for some of the language used and the literary devices.*"

Content students liked using most

Category	Percent
Full-length Movies	60%
Self-Checks	57%
Graphic Novel	54%
Interactive Playscript	46%
Glossary	45%
Notebook	37%
Personal Playscript	37%
Other Media	22%
Downloads	18%
Discovery Guide	18%

"*The quizzes were especially good as they gave me good practice, and further understanding of the play.*"

"*I most enjoyed the audio playback feature, enabling me to learn the proper pronunciation of new words and of Shakespearean language.*"

"*I liked all of the ways that I could see the story in different ways. Being able to hear people read* Romeo *and* Juliet *helped me understand the play easier. The quizzes also helped test my knowledge and tell me what to study.*"
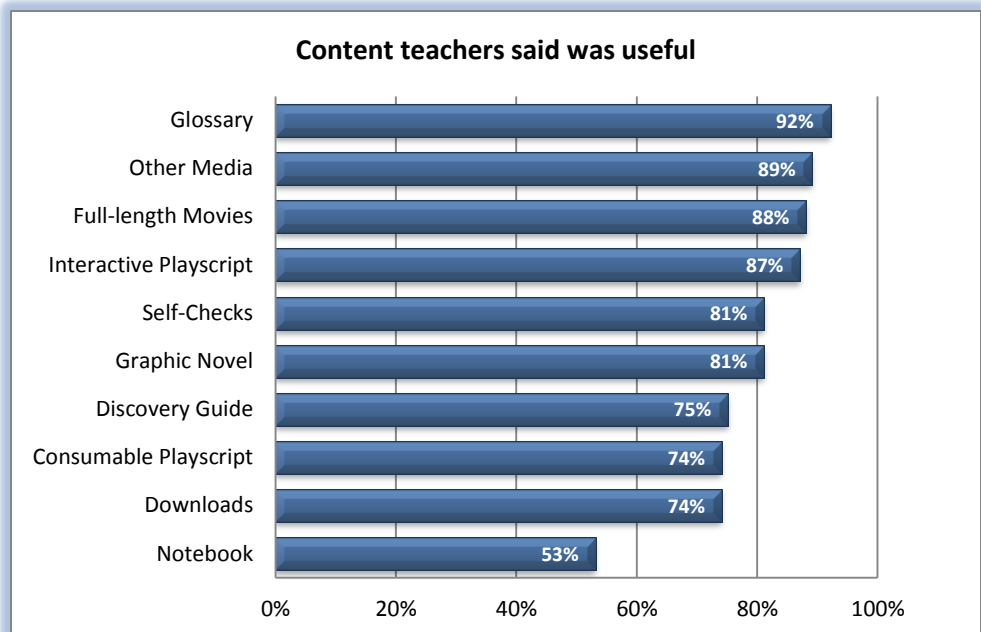
"*I must say it is my first time studying any Literature and I found it difficult to follow some of the lines, but with* Macbeth Online *I was able to follow quite clearly by using the audio dramatization with the play script; … Secondly, I like the self-checks. Also, I like the hyperlinks within the play script which gave the description of the words or phrases … IT WAS A LOT OF FUN!*"
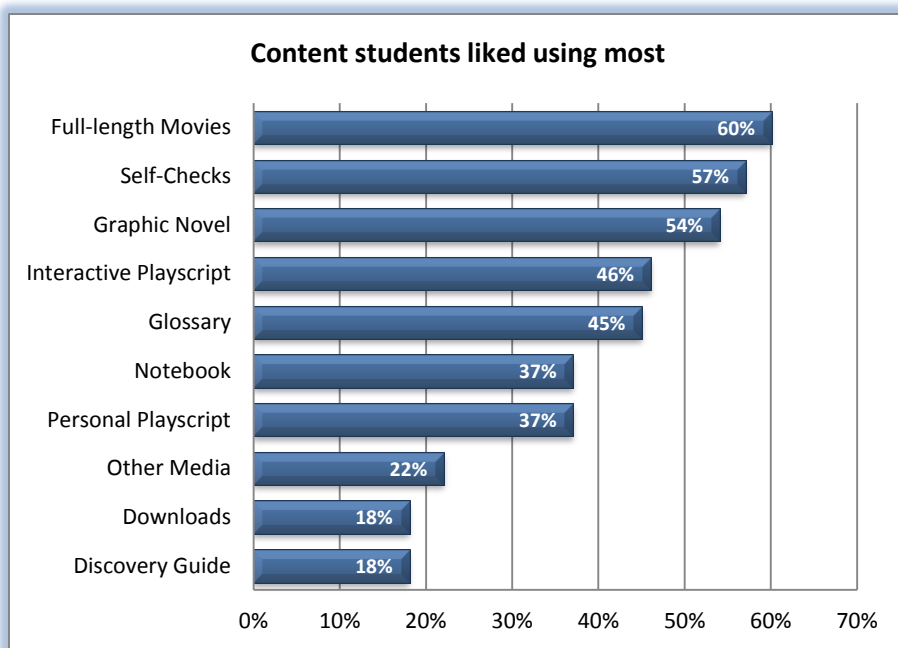
TEACHER PREFERENCES

Teachers generally agreed about which parts of *Shakespeare Online* they found most useful. Teachers indicated that the Glossary, Full-Length Movies, Other Media, and Interactive Playscript were the four most helpful features on the site.

The most significant difference between student and teacher evaluations concerned Other Media, which was ranked much higher by teachers than students.

Content teachers said was useful

Feature	Percentage
Glossary	92%
Other Media	89%
Full-length Movies	88%
Interactive Playscript	87%
Self-Checks	81%
Graphic Novel	81%
Discovery Guide	75%
Consumable Playscript	74%
Downloads	74%
Notebook	53%

WHAT TEACHERS SAID

"The visuals—colours and graphics—grabbed a lot of the boys."

"Having access to the various productions of Shakespeare is beneficial."

"I really like the variety of materials. The graphic texts make Shakespeare's work more accessible for reluctant readers. The quizzes were helpful and the fact that there were many for each scene was wonderful."

"I really like the visual content. I also think that the access to a variety of video formats allows for great comparisons and critical thinking."

"The digital access to resources in one site is the greatest strength. The format is also engaging and provided a contemporary means to teach a classic text."

Teacher

INSTRUCTIONAL USE

SUMMARY

Students said they used the site in part because their teacher directed them to use it, but also because they were motivated to use it on their own. Most commonly, teachers used the sites for in-class instruction.

STUDENT USE

Students gave two main reasons for using *Shakespeare Online*: teachers told them to use it, and students thought it would help them do their work. Not surprisingly, teacher-directed use was a factor for most students. Significantly, however, many students indicated that they used *Shakespeare Online* on their own as a study tool or that they were interested in the content of the sites.

Why students said they used *Shakespeare Online*

| Reason	Percentage
Teacher told me I should	70%
It would help me do my work	58%
Teacher gave me an assignment	44%
Was studying for a test	44%
Wanted to watch the films	40%
I was interested in the website	39%

TEACHER USE

Almost all teachers used the sites for in-class instruction. Many more teachers (76%) used the sites for homework this year than they did last year (58%). Project/culminating tasks and in-class group work were the least likely approaches to be employed.

How teachers used *Shakespeare Online*

Use	Percentage
In-class instruction	99%
Homework assignments	76%
In-class independent work	73%
In-class group work	59%
Projects/culminating tasks	55%

Eighty-nine (89%) of teachers said that the *Shakespeare Online* Teacher's Resources helped in the implementation of *Shakespeare Online*. When asked about areas where they would like to see additional teacher support, teachers suggested: sample projects and assignments; more support for differentiated instruction; more tests and essay topics; rubrics; and more plays!
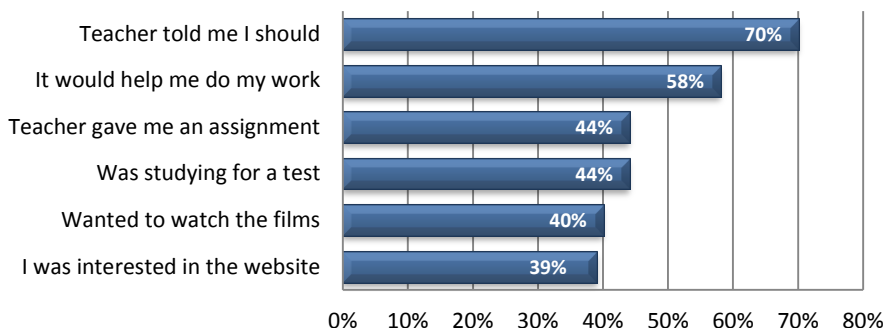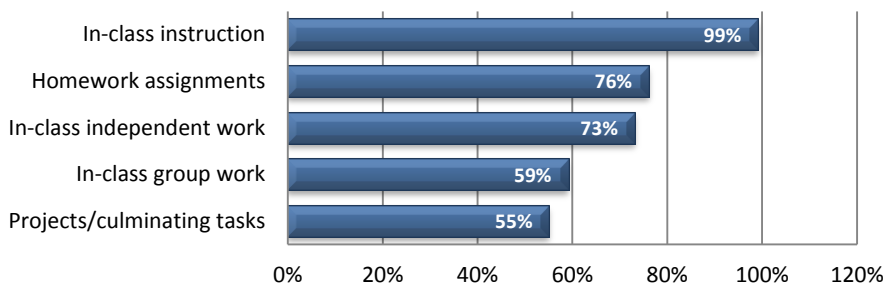
TECHNICAL PERFORMANCE AND EASE OF USE

SUMMARY

Overall, students had less difficulty than did teachers with registration and use. Still, the majority of teachers surveyed said they had no difficulty setting up an account or learning to use the interface. Virtually all students said *Shakespeare Online* was easy to use, and many students commented on the organization of the content and the ease of navigation.

Shakespeare Online offered a reliable and stable online environment and users experienced no service interruptions. Individual user equipment and access to broadband Internet did affect streaming video performance, a feature with which some teachers and students said they had difficulty. Generally, however, students had less difficulty streaming than teachers did.

Functionality upgrades to the site for school year 2012/13 will lead to significant improvements in streaming and media viewing**.**

STUDENT EXPERIENCE

Students indicated that *Shakespeare Online* was easy to use. Most students said they had no difficulty learning to use the site, opening an account, or registering. The greatest difficulties related to streaming video and viewing the media.

97% of students agreed that *Shakespeare Online* was easy to use.

WHAT STUDENTS SAID

"It's easy to access through the computer, as opposed to printing out each assignment."

"The site was easy to navigate and the new insights/ideas really helped bring the play alive."

"I liked that it was online so that if you forgot your book you could still read it."
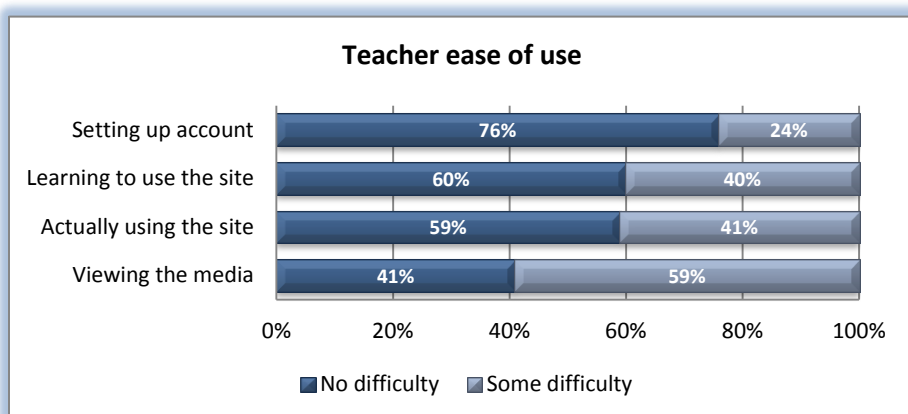
"Everything is well-organized and easy to access. "

"I could navigate through it without confusion."

"The layout was simple."

TEACHER EXPERIENCE

Compared to students, a higher percentage of teachers indicated they had some difficulty learning to use the site and setting up an account. Fewer teachers than last year indicated they had some trouble using the site. Most difficulties related to streaming videos and broadband access, especially in schools where broadband access is limited. Improvements have been made to the site for the 2012/13 school year to address media viewing issues.

Teacher ease of use

	No difficulty	Some difficulty
Setting up account	76%	24%
Learning to use the site	60%	40%
Actually using the site	59%	41%
Viewing the media	41%	59%

NETWORK STABILITY

Over the 10 months of use covered in this report, there were no network interruptions or *Oxford Next* platform failures. The streaming media server was rebooted on a single occasion, resulting in a two-minute timeframe where media was not available.

APPENDIX A   FEATURES AND BENEFITS OF *SHAKESPEARE ONLINE*

The following table provides a detailed overview of the features of *Shakespeare Online* and its benefits based on feedback from students and educators.

Features	Description	Benefits according to users
Online Delivery	*Shakespeare Online* is browser-based and therefore available anywhere, anytime, from any computer. Each site contains an extensive range of interactive print and multimedia resources located and delivered in ONE secure, well-organized, and easily accessible website.	Students can use *Shakespeare Online* from home or school 24 hours a day, 7 days a week. Students with limited access to personal computers can still access their accounts from any computer at any location. Teachers can deliver an extensive range of rich media content and study tools to ALL students in a safe online environment. Teachers can use the sites for in-class group activities, or for homework assignments and projects.
Set-Up, Registration, and Technical Support	Students and teachers create their own single sign-in *Oxford Next* user accounts. All access to the sites is through a unique user-generated ID and password created at account set-up. Individual site registration codes need only be used once at time of activation. All users can access 24/7 online technical support through the sites.	Teachers, schools, and districts who implement *Shakespeare Online* have NO set-up or administrative responsibilities. Once a registration code is used, there is no need for teachers to keep the codes or collect them for re-use. Teachers and school and district staff are not responsible for technical support or trouble-shooting.
User-friendly Customizable Interface	The *Oxford Next* platform and interface instantly synchronizes all content tabs according to act and scene. The toggle on/off content feature and the double-pane view with moveable tabs allow for flexible, customizable, and individualized access to content.	The simple and intuitive *Shakespeare Online* interface requires no special training or in-service for teachers and students. Students and teachers can customize the content views to compare content and to reflect their immediate needs and priorities.
School Licensing	Schools can opt to purchase an unlimited user one-year or three-year school license. Once activated, students have access to the websites for the duration of the license.	A license allows a school to make *Shakespeare Online* accessible quickly and easily to every student in the course without any administration, set-up, or monitoring.

Features	Description	Benefits according to users
Interactive Playscript	The complete playscript with interactive toggles is available for each play and offers reading and comprehension support for the play's language, literary devices, and characters along with a basic audio reading of the script.	Students have 24/7 access to an extensive range of study and support tools designed to help them get exactly the support they need to read and comprehend the play whenever and wherever they need it – at school or at home. Teachers know that students have the means to individualize their own studying and reading outside of class, when teacher support and assistance is limited.
Multimedia Content	Each play site includes an unprecedented collection of the highest quality full-length feature films, stage productions, audio dramatizations, production stills, and art images. All performances and media resources can be bookmarked and are accessible by act and scene. Films and stage productions can also be viewed in their entirety.	Teachers and students can, for the first time ever, access various media presentations of Shakespeare in class or from home without the need to access multiple disks or sites. Students can experience Shakespeare in ways that best suit their needs and learning styles and can instantly view, discuss, and compare multiple interpretations of the plays. Teachers can enrich their instructional approaches and expectations of students knowing that all students have access to the same wide variety of material.
Graphic Novel	A "quick" text graphic novel edition offers stunning illustrations and abridged text for a highly visual and faster-paced read.	Students can choose to read a graphic edition of the play along with the original text to help them visualize and understand the play's events and characters. Teachers have a unique and engaging graphic alternative to the original playscript to support differentiated instruction and individualized learning.
Self-Check Questions	The Self-Check section allows students to build customized self-tests and quizzes around acts and scenes in the play. Students take the tests online and receive instant feedback on their performance. The Self-Check tracking window shows students their overall results.	Students can self-assess their knowledge of the events and messages of the play at a time and place convenient to them. Teachers can spend more time on in-depth discussion of the play's meaning and big ideas in class when students are able to self-assess their basic knowledge of the play using the Self-Checks.

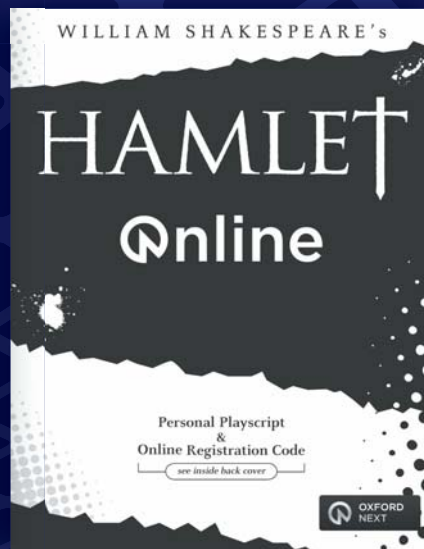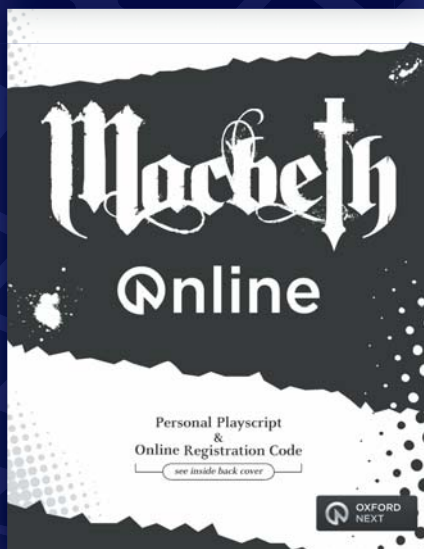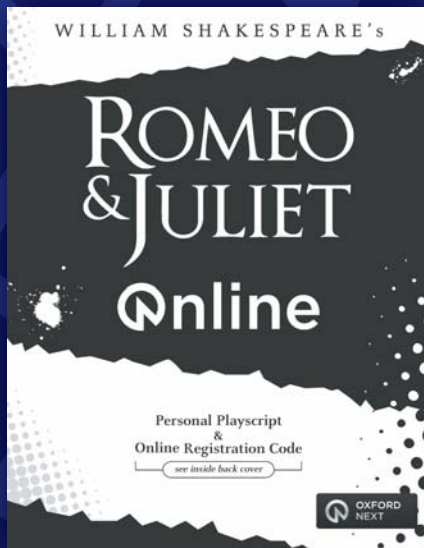| Features	Description	Benefits according to users
Discovery Guide	The Discovery Guide offers a rich collection of questions and activities: • Watch For It! sections focus on the main idea in a scene • Tips and Questions prompt students to think critically about characters and big ideas • Media Spotlight activities focus on using the media selections • Try This! activities allow students to extend and apply their learning	Students can use the Discovery Guide independently to focus their reading and enhance their study of the play. Teachers can assign Discovery Guide activities or can download and adapt them to suit their own needs and preferences.
Notebook	The Notebook provides a personal space for every user to bookmark content from the site, save quotes from the play, keep favourite media, and record their own ideas—all exportable from the site.	Students and teachers can create their own unique portfolio to collect, organize, respond to, and use the material from the site. Once collected, all this material can be quickly and easily printed or exported.
Glossary	The Glossary contains definitions and explanations for over 3,000 words and phrases, literary devices, and names and places in each play.	Students have access to individualized help with the plays' language, characters, and literary devices anytime and anywhere. Teachers know that students can get flexible and comprehensive assistance out of class with reading, comprehending, and studying the play.
Downloads	Multiple-format files for Playscripts, Discovery Guides, synopses, character profiles, audio readings, and reproducible BLMs can be downloaded from the sites.	Students have the option to download and/or print content from their computer or mobile device. Teachers can ask students to access downloadable material from the site without having to print or distribute it themselves.
Consumable Personal Playscript	Each play can be purchased with a consumable Personal Playscript that students write in and keep.	Students can use the print Playscripts to underline, highlight, make notes, or carry around with them as they stage a scene. Teachers can hand students their Personal Playscripts at the beginning of the course and no collection or tracking of copies is required.

MEDIA CONTENT IN
SHAKESPEARE ONLINE

Each *Shakespeare Online* website contains a collection of high-quality film, stage, and audio performances of the play. These productions are by leading artists and production companies from around the world. All media productions can be viewed in their entirety or accessed by act and scene.

	Romeo & Juliet	Macbeth	Hamlet
Feature Films	Luhrmann, 1996 Zeffirelli, 1968	Bogdanov, 1998	Branagh, 1996 Zeffirelli, 1990
Stage Productions	CBC/Stratford Festival Production, 1993	Folger/Two River Theater Production, 2008	Royal Shakespeare Company Production, 2009
Production Stills	Stratford Festival Productions, 2002 & 2008	Stratford Festival Productions, 1990, 1995, & 2009	Stratford Festival Production, 2008
Audio Dramas	Naxos Production, 1997 Arkangel Production, 2003	Arkangel Production, 2003	Arkangel Production, 2003

For more information, please email school.customercare.ca@oup.com or call 1.800.387.8020.

WILLIAM SHAKESPEARE's

ROMEO & JULIET
Online

Personal Playscript
&
Online Registration Code
see inside back cover

OXFORD NEXT

WILLIAM SHAKESPEARE's

A MIDSUMMER NIGHT'S DREAM
Online

Personal Playscript
&
Online Registration Code
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OXFORD NEXT

Macbeth
Online

Personal Playscript
&
Online Registration Code
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OXFORD NEXT

WILLIAM SHAKESPEARE's

HAMLET
Online

Personal Playscript
&
Online Registration Code
see inside back cover

OXFORD NEXT

Shakespeare Online provides all students with a personal, meaningful, and powerful multimedia experience.

Accessible anytime from anywhere, the site features well-known movies, stage and audio productions, photos from the Stratford Shakespeare Festival archives, supports for basic understanding of plot, language, and characters, and an interactive version of the Playscript.

OXFORD NEXT