

Appendix

Sample of Thematic Coding and Relationship to Platform Logics

Data Excerpt	Themes Coded For	Platform Logics
<p>One way to gain friends and keep classroom motivation going was the Accelerated Reading Program. I loved that so much. I reached and surpassed my goals almost every quarter until this stopped in 6th grade. My friends and I would have friendly competitions and our classroom would get a pizza party at the end of the year if we all did well. To me, education has always been an internal and even external competition. The pressure to be on the same level as everyone else has always been on my shoulders. Until I started my third semester of college, I have learned this pressure should not be taken as seriously. I was so focused on everyone else's grades and my own, that I missed out on some of the fun middle school and high school could have brought me. . . . Maybe moving up a student to a higher level, but to put students in a competitive environment to be smarter than the person next to them is something that I do not miss.</p>	Positive emotion (at the time) Negative emotion (in retrospect) Competition Community (gain friends) Reading Identity (achiever) Goal-oriented Rewards Reading as Pressure Missed enjoyment Reading Measured by Level	Competition (gain friends through competition, pressure of being leveled) Personalization (inability to see the program as individually tailored because of the competition)
<p>I probably read The Princess Test, which was the retelling of "The Princess and the Pea", like twenty times. I would take the AR test for that book over and over again to rack up my points, so I could meet the requirement for that year.</p>	Neutral emotion Points-based motivation Rereading vs. Retesting Speed ("rack up") Personalization	Speed (student reread and retested on the same book in order to meet time bound requirements) Personalization (difficulty finding new interesting books)
<p>As I got into grade school, we were introduced to AR reading. It was a system or program where they would rank books into levels of reading, and then place each child into a level. As a student under AR reading, I would pick and read a book in my level and then take a quiz over the book. As you read more books and passed more quizzes, you earn points. At my school, they would give out dog tag necklaces for AR reading points. After a certain amount of points, you would get a dog tag and each time it would be a new color. This made reading a competition throughout the class room. It was so cool to earn the next color, and we all desired to be the kid that had the highest color. [Even though] healthy competition is always fun, I remember always feeling stuck with my reading. I would read books, but I could not read them as fast as the kids with the higher colors. Even though I was well above my grade reading level, I did not feel talented at reading like the kids that would swing around their purple dog tag with our school mascot carved into it. This created a frustration around reading that I did not deserve to feel.</p>	Positive emotion (it was so cool) Negative emotion (always feeling stuck) Negative emotion in retrospect Rewards Competition Reading Identity (located in comparison with others) Reading as Frustration Speed Reading Measured by Level	Competition (Rewards based motivation created reading identity in comparison to others) Speed ("I could not read them as fast as the kids with the higher colors") Personalization (because reading identity was externalized, felt frustrated about her own reading--"created a frustration")