Rebooting Online Reading Skills for College and Career Readiness

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What about older students?

Students who have limited experience engaging with and comprehending online text are more likely to be "taken in" by fake news and other unreliable information they find on the Internet. To be ready for rigorous college research and to be informed digital citizens, students need to develop the skills to seek credible sources, comprehend online text, and discern between fact and fiction online. Preparing students to be lifelong learners and responsible infosumers require us to reboot the way we teach all students to read - including with digital text. Explore teaching methods, tools, and strategies that can help readers evaluate online content and develop new understandings from online sources.

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How about you?

(Foasberg, Nancy M., "Student Reading Practices in Print and Electronic Media" (2014). CUNY Academic Works.)

(Buy, borrow, or access online? Format behaviors among college freshmen in a reading-intensive course. https://www.researchgate.net/publication/311248444_Buy_borrow_or_access_online_Format_behaviors_among_college_freshmen_in_a_reading-intensive_course)


Why is this problematic?

EDUCAUSE reports:
http://er.educause.edu/articles/2015/7/exploring-students-etextbook-practices-in-higher-education
https://er.educause.edu/articles/2017/10/exploring-the-use-of-e-textbooks-in-higher-education-a-multiyear-study

What are the top factors that would influence students to select an e-textbook rather than a print textbook?

- Lower costs
- Ability to access textbooks anywhere
- Ability to access e-textbooks offline
- Ability to store many textbooks on one device

What are the reasons you have NOT used an e-textbook for college coursework?

- I prefer print
- I am not familiar with e-textbooks
- Gets stuck

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In the schools you serve, what’s the ratio of print to electronic instructional materials?
The more reading moved online, the less students seemed to understand. We don't read the same way online as we do on paper. When we scroll, we tend to read more quickly (and less deeply). There were the neurosurgeons who worried about the "cut and paste chart mentality" that their students exhibited, missing crucial details because they failed to delve deeply enough into any one case.

Good reading in print doesn't necessarily translate to good reading on-screen.

Digital natives aren't necessarily “infosumers or savvy participants in a digital space.”

Tech Comfy, Not Tech Savvy. Angela Maiers, 2010

https://www.infohio.org/document-library/item/flyer-tech-skills-for-online-testing
https://www.infohio.org/educator-tools
Best Practice:
Teachers should use quality digital literature, just as they use quality print texts.

Best Practices:
Connect digital text to other forms of media, print, audio or visual.

ISeach

Fremont Ross High School
Best Practices:
Connect digital text to other forms of media, print, audio or visual.

Best Practice:
Adults should interact with young readers when using digital text.
Digital text should be used in lessons and instruction.
Engagement


https://www.infohio.org/students/er/item/storia
Best Practices:
Use high interest complex texts
(Lexile: 200-300 above a student's level) with quality audio such as
books on tape or bimodal text and require students to
read aloud as well.

Figure 1. C. 2. Brief summary of key research findings on high
interest complex texts. The graph on the left shows the
relationship between Lexile level and reading comprehension for
students in grades 3-5. The graph on the right shows the
relationship between Lexile level and fluency for students in
grades 6-8. Both graphs indicate that students who read at a
Lexile level above the 200-300 range are more likely to attract
higher achievement gains.

Source: Research Foundation for the National Library of Medicine

Storia

Book Nook

Little House In the Big Woods
A true story of Laura in the Little House, growing up on the
Wisconsin frontier, as she shares her mother's work with the daily
chores, explores the history of the area, and meets special
occasions when they put together with relatives or
neighbors...
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1. Attend more INFOhio sessions. 
   www.infohio.org/events/news
2. Visit us in booth #722. We’d love to hear from you!
3. Collect your button! #INFOhioChallengeAccepted
4. Connect with us on Twitter, Facebook, and Instagram. #INFOhioWorks!

Citations and Recommended Reading:
Tap, Click, Read – Guernsey & Levine, 2015
Digital Reading: What’s Essential in Grades 3-8 – Sibberson and Bass, 2015
Too Dumb for Complex Texts? – Mark Bauerlein, 2011

Buy, borrow, or access online?: Format behaviors among college freshmen in a reading-intensive course.

Digital Learning Compass: Distance Education Enrollment Report 2017
Scholastic Kids & Family Reading Report

EDUCAUSE Reports and articles
Exploring the Use of E-Textbooks in Higher Education: A Multiyear Study
(https://er.educause.edu/articles/2017/10/exploring-the-use-of-e-textbooks-in-higher-education-a-multiyear-study)
Student Engagement with E-Texts: What the Data Tell Us
Instructors Can Help Students Prefer Digital Texts by Nori Barajas-Murphy
(https://er.educause.edu/articles/2017/9/instructors-can-help-students-prefer-digital-texts)
Instructor Engagement with E-Texts by Serdar Abaci, Anastasia Morrone and Alan Dennis
(https://er.educause.edu/articles/2015/2/instructor-engagement-with-etexts)
Exploring Students’ E-Textbook Practices in Higher Education
(https://er.educause.edu/articles/2015/7/exploring-students-etextbook-practices-in-higher-education)