UV9915V1 - New literacies: Reading and learning with Internet technologies

Organizer: NATEDs Track 1 in cooperation with the Department of Special Needs Education, UiO

Responsible: Professor Øistein Anmarkrud

Key lecturer: Professor Donald J. Leu, Neag Endowed Chair in Literacy and Technology, University of Connecticut, USA.

In addition, professor Helge I. Strømsø, post.doc Marte Blikstad-Balas, and PhD students enrolled in the National Graduate School in Educational Research (NATED) will give presentations followed by comments and discussion.

Dates: May 20 and May 21, 2015.

Hours: May 20: 10.00-16.00, May 21: 09.00-15.00

Room: May 20, room U31; May 21, room 231

Subject: The course will address and discuss theoretical, empirical, and methodological issues in research on students’ reading and learning with Internet technologies: Are current theories of text comprehension and text based learning able to comprise the competencies needed by learners within the context of Internet reading? How can digital literacy be measured – and how do such competencies predict learning? Can efficient and skilled Internet reading be taught and learned?

PROGRAM:

Wednesday, May 20.

10.00 – 10.15
Professor Øistein Anmarkrud:
Opening of the course

10.15 – 11.45
Professor Donald J. Leu

Literacy as deixis in an online world: Epistemological issues

With new and rapidly changing technologies of literacy appearing every day, literacy is not only multiple (Cope & Kalantzis, 1999), it has also become deictic (Leu, 2000; Leu, Kinzer, Coiro, Castek, & Henry, 2013). The fact that the nature of literacy is continuously changing as online technologies disseminate new literacies each day carries important implications for epistemological issues. How should we theorize the new literacies that will define our future, when literacy, itself, has become deictic? By asking this question, we begin to recognize an important conundrum: How can we develop adequate theory to direct research when the object that we seek to study is itself ephemeral, continuously being redefined by changing technologies and changing social contexts? This is an important theoretical challenge that our field has not previously faced. The purpose of this talk is to advance theory in a world where literacy has become deictic. It suggests that a dual-level theory of New Literacies may be a useful approach to theory building. I will explain this dual-level theory of new literacies and argue that a theoretical approach that recognizes the changing nature of literacy is important in these new times.
12.00 – 12:30
PhD student Anette Andresen
**Digital natives with reading difficulties: A study of dyslectic adolescents' integration of conflicting information across Internet sites and presentation formats**

12:30 – 13:30
**Lunch**

13.30 – 14.00
PhD student Tonje Stenseth
**Learning and critical reading in the 21st Century: Implications for Digital Competence in Teacher Education**

14.00 – 14.30
PhD student Anne Arnesen
**Growth Trajectories in Reading Fluency: Predictive and Concurrent Relations on Reading Proficiency in Grades 2-5**

14.45 – 15.45
Professor Donald J. Leu
**Income inequality and the online reading achievement gap: Research, public policy, and classroom instruction.**
Is there an achievement gap for online reading ability based on income inequality that is separate from the achievement gap in traditional, offline reading? This question will be explored, presenting results from a recent study (Leu, et al., 2015) that took place in Connecticut, a state with the greatest income inequality in the United States. Currently, we define reading achievement gaps based on students’ ability to read offline information (cf. NCES, 2011, 2013; OECD, 2011; Reardon, 2011). This study found an additional and separate achievement gap based on income inequality for online reading. Current estimates of this gap, which rely solely on measures of offline reading, may underrepresent the true nature of the reading achievement gap in an online age. In this study, a significant achievement gap for online research and comprehension persisted when pretest differences in the most likely predictors of success in this area were conditioned for in the analyses: state reading scores, prior knowledge scores, and state writing scores. Effect sizes ranged from .43 – 1.61. Policy implications are explored in relation to the growing income inequality in the United States and the growing income inequality on a global scale (Picketty, 2014), where the 85 wealthiest individuals in the world control as much wealth as the poorest half of the world’s population (Credit Suisse, 2013).

15.45 – 16.00
Professor Ivar Bråten
**Summary of the day**
Thursday, May 21

09.00 – 10.30
Professor Donald J. Leu

**Online Research and Comprehension Assessment: The ORCA Project**

Led by pioneering work from several OECD and IEA projects (OECD, 2011; OECD, 2012; Mullis & Martin, 2013), the nature of literacy assessment is changing. This work is pushing us towards more authentic, performance-based assessments in simulation environments now possible with new technologies. This presentation will share several new assessment of students’ ability to conduct online research in science and write a short report. These skills are central to many national standards in an online age of learning (Goldman & Scardamalia, 2013; Wiley, Goldman, Graesser, Sanchez, Ash, Hemmerich, 2009; Quellmalz, Davenport, Timms, DeBoer, Jordan, & Huang, 2013). The assessments were developed in The ORCA Project, a five-year assessment development grant funded by the U.S. Department of Education. Reliability and validity results for two different formats of online research and comprehension assessments (ORCAs) from the ORCA Project (Leu, Kulikowich, Sedransk, & Coiro, 2012) will be presented: 1) a simulated Internet environment where students provide largely constructed responses to all questions within an active social network, driven by an avatar student (ORCA-Simulation); and 2) a scenario-based, multiple-choice format (ORCA-Multiple Choice) with a more restricted representation of the Internet. Specific skills within the components of location, evaluation, synthesis, and communication were measured, and results demonstrate that each component area contributes to the psychometric properties of scores. The ORCA-Simulation appears to have slightly higher reliability levels and lower and more variable performance profiles. Several research studies using these assessments including a large-scale assessment of 1-1 laptop schools will also be presented. Uses of ORCAs for policy initiatives, psychometric development, research projects, and classroom practices will be discussed.

10.45 – 11.30
Post.doc Marte Blikstad-Balas

**Redefining school literacy: Internet use in upper secondary school (where students have their own laptops)**

11.30 – 12.00
Phd student Kamilla Anna Stankiewicz

**The home literacy environment and language abilities in children born at risk for dyslexia**

11.45 – 12.45
Lunch

12.45 – 13.30
Professor Helge I. Strømsø

**Epistemic Cognition and Reading for Understanding in the Internet Age**

13.45 – 14.45
Professor Donald J. Leu

**New Literacies: The Future of Research and Practice**

The new literacies of these new, online times are slowly finding their way into research agendas as well as classrooms. Change never happens quickly, however, especially in systems as complex as education. This lecture explores multiple social and contextual layers of change that will have to be realized in order to advance opportunities for new literacy learning into classroom contexts. It will then think a bit into the future, describing the many new and special opportunities that are just beginning to be realized in school classrooms, despite resistance to change from many quarters. I will
argue that while many new literacies have appeared, the most important ones enable students to gain access to the vast information, from multiple perspectives, now available online. The ability to effectively use online information and communication to generate new knowledge and develop new potentials will be particularly important to our students’ future. A number of instructional practices will be presented that are both futuristic and contemporaneous. There will be a focus on opportunities in two important areas of research and instruction: 1) How can we help the weakest readers and writers in any classroom become our best readers and writers with new literacies? and 2) How can we begin to open the windows of our classrooms to collaborative, online learning projects between students in different parts of the world? Important research questions for our future will be presented.

14:45-15.00
Professor Vibeke Grøver

Conclusion

Course literature


