

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section IX Digital literacy and language teaching

Chairs: Fabio Nascimbeni, Universidad Internacional de la Rioja (UNIR) and Jeroen Clemens, Windesheim University for Applied Sciences, Netherland

Tuesday, July 23, at 16.00–17.30 **Location:** Seminar Building / Room S 26

LITERACY CHANGES LIVES.

Digital scaffolds for reading in teacher education

Presenter:

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Abstract:

In teacher education and in higher education in general, problems with reading (comprehension) and reading compliance of students seem more and more common (Nathanson, Pruslow, & Levitt, 2008; Starcher & Proffitt, 2011). Students often don't comply with assigned reading, and/or show limited comprehension of assigned texts and books.

The latter problem tends to be aggravated when the language of the texts and books (English) differs from the students native language as is often the case in Dutch teacher education. A lack of reading (comprehension) may negatively affect the knowledge base of future teachers and as such may affect the quality of their future teaching (Smits & van Koeven, 2013). Therefore teacher educators search for ways to enhance both comprehension and compliance. In our Master of Educational Needs program we tried two different educational designs in order to scaffold reading comprehension and to enhance compliance with the help of technology tools (PeerWise and Padlet).

In this presentation we will provide an in-depth description of the designs as well as of our experiences with these designs in two courses from the point of view of teacher time investment, student response and course results (in terms of comprehension of the literature).

References:

Nathanson, S., Pruslow, J., & Levitt, R. (2008). The Reading Habits and Literacy Attitudes of Inservice and Prospective Teachers: Results of a Questionnaire Survey. *Journal of Teacher Education*, 59(4), 313–321. <https://doi.org/10.1177/0022487108321685>

Smits, A., & van Koeven, E. (2013). Motiverende leesactiviteiten in de klas en de lezersidentiteit van de leraar. In D. Schram (Ed.), *De aarzelende lezer over de streep*. Recente wetenschappelijke inzichten. Delft: Eburon. <http://www.ako.nl/data/producten-media/9789059727571.pdf>

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Starcher, K., & Proffitt, D. (2011). Encouraging students to read : what professors are (and aren ' t) doing about it. *International Journal of Teaching and Learning in Higher Education*, 23(3), 396–407.

Bio Note:

Anneke Smits (PhD) is an associate professor in the Windesheim Education Innovation and ICT research group. Dr. Smits has studied speech therapy and worked as a dyslexia specialist in special education and as a lecturer in higher education. In 2012, she obtained her PhD in Behavioral Sciences on the topic of e-learning. Her specializations are learning to read and write and the pedagogical use of technology in education. She carries out research projects at the interface between language education and technology.