

Collaborative Active Reading Strategy

Theoretical Framework

- **Social Constructionism**
 - Knowledge is created through social interaction
 - As opposed to creating individual meaning – you generate meaning based on collective knowledge
 - Current technologies allow users from local and global settings to contribute their point of view to human body of knowledge
 - **Tradition meets Innovation (Wilson et al., 2009)**
 - Use traditional methods with innovative technologies
 - Rely on proven learning activities and enhance them with collaborative technologies
 - **Gifted students' reading comprehension needs (Woods, 2009):**
 - Critical thinking
 - Metacognition
 - Reading comprehension
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Why C.A.R. Strategy?

- **Students have 'unlimited' access to Information**
 - Computers, smartphones, & tablets
 - *What will be next?*
 - Do they consider these 'technology'?
- **Satisfies students' desire for instantaneous access**
 - Current events
 - General knowledge
 - Answers to academic questions
 - Socialize with peers
- **Teaches students to apply higher order thinking skills to technology settings**
 - Manipulate content
 - Internalize meaning
 - Share/publish their thoughts
 - Collaboratively generate new meaning
 - Become creative-productive users
- **Develops students' Digital Literacies**
 - Photo-visual
 - Reproduction
 - Information
 - Branching
 - Social-emotional
 - Real time thinking

Collaborative Active Reading Strategy

Identifying Entry Points in Existing Curricula

- **Can technology tools seamlessly substitute non-technology tools?**
 - Feasibility of converting traditional text into digital text
 - Appropriateness of integrating digital text with proven reading strategies
 - Conform level of the teacher to integrate digital text with planned activities
 - Ability to meeting curricular standards

 - **Am I integrating technology in ways that are?**
 - Meaningful
 - Engaging
 - Productive
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Allow Students to Collaborate

- **Reading activities that promote collaboration**
 - Think-pair-share
 - Questioning the author
 - Writing thick and thin questions

 - **These activities can all be completed with Web 2.0 technologies**
 - Information is permanently stored
 - Students can comment on each other's work
 - There is an element of anonymity
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Create Opportunities for Active Reading

- 1. Intersection of the traditional and innovative**
 - Skim through the digital text
 - Predict the meaning of the bold faced words

- 2. Insert links to blog and ask questions that require students to make connections to**
 - Prior knowledge
 - Activate schema
 - Make predictions about the reading passage's meaning

- 3. A few common strategies to actively engage gifted readers is:**
 - Highlight the text for key ideas
 - Make notes about their thoughts
 - Write questions related to the reading

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Employ Proven Reading Comprehension Strategies

Pre-Reading

- The purpose of pre-reading strategies is to have students preview the text, predict meaning, and make associations to prior knowledge
- Students can instantaneously read their classmates responses and compare their predictions
- Students can anonymously post their responses thus providing a safe learning environment

During-Reading

- Establish a purpose for reading and provide opportunities for students to be active readers
- Purposeful reading enables to students organize the information, synthesize it with prior knowledge, and produce new knowledge that meets stated objectives
- Active reading facilitates metacognition thus allowing students to read with a purpose

Post-Reading

- Students should ask themselves the following (Robb, Klemp, and Schwartz (2002):
 - Did I learn what I wanted to learn?
 - Does anything still seem confusing?
 - What was my purpose for reading?

Require Students to Produce & Share Digital Products

- **Book Trailers** – a video advertisement for a book that employs techniques similar to those of movie trailers. This is a great substitute for a book report.
- **Digital Stories** –the practice of using computer-based tools to tell stories. As with traditional storytelling, most digital stories focus on a specific topic and contain a particular point of view.
- **Video News Reports** –an activity where students write and produce a newscast and requires students to explain the important elements of the reading. Students could create a short production like Entertainment Tonight or Access Hollywood
- **Podcasts** –a type of digital media format similar to radio shows. Rather than simply writing an essay on their views of the reading, students could create podcasts and share them with the class.
- **Classroom Blog** –the process of keeping a digital diary. This classroom weblog (blog) allows students to post their musings about the particular reading passage.

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Digital Book Warehouses

- **Bookshare** – (<http://www.bookshare.org>) Bookshare offers more than 42,000 digital books, textbooks, teacher-recommended reading, periodicals and assistive technology tools. It is free for all U.S. students with qualifying disabilities.
 - **Project Gutenberg** – (http://www.gutenberg.org/wiki/Main_Page) There are over 27,000 free books in the Project Gutenberg Online Book Catalog
 - **Bibliomania** – (<http://www.bibliomania.com/>) Free Online Literature with more than 2000 Classic Texts.
 - **AcademicInfo** – (<http://www.academicinfo.net/>) AcademicInfo is an online education resource center with extensive subject guides and distance learning information. Our mission is to provide free, independent and accurate information and resources for prospective and current students (and other researchers).
 - **ReadPrint.com** – (<http://www.readprint.com/>) Offers thousands of free books for students, teachers, and the classic enthusiast.
 - **Kids Corner** – (<http://wiredforbooks.org/kids.htm>) Contains a collection of Beatrix Potter's books with text available in English, German, Japanese, and French.
 - **The Intersect** – (<http://intersect.uoregon.edu/>) A Library of "Supported Text" books incorporating resources and study strategies that help students learn more from what they read.
 - **Alex catalogue of electronic text** – (<http://infomotions.com/alex>) The Alex Catalogue of Electronic Texts is a collection of about 14,000 "classic" public domain documents from American and English literature as well as Western philosophy.
 - **Classic Reader** – (<http://www.classicreader.com/>) Offers a large collection of free classic books by authors such as Dickens, Austen, Shakespeare and many others. You can read, search and even add your own annotations to any of the classic books. A selection of author biographies and portraits are also available.
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Web-Based Tool that Facilitate Collaborative & Active Reading

- **Classroom 2.0** (<http://www.classroom20.com/>) - the social network for those interested in Web 2.0 and Social Media in education.
- **Mind 42** (<http://mind42.com>) - is a mind map that allows you to manage all your ideas, whether alone, twosome or working together with the whole world.
- **Flickr** (<http://www.flickr.com>) - is a way to store, sort, search and share photos online. Flickr helps organize photos and share them with friends and family to tell stories.
- **Edmodo** (<http://www.edmodo.com/>) - is a secure, social learning platform for teachers, students, schools and districts. This site provides safe and easy way for your class to connect and collaborate, share content and harness the power of social media for educational purposes.
- **Write Board** (<http://writeboard.com>) – is a digital whiteboard that allows users to save, edit, and collaboratively create knowledge. This site allows you to monitor changes to any document and track an idea’s evolution.
- **TeacherTube** (<http://teachertube.com/>) - is a video sharing website similar to, and based on, YouTube. It is designed to allow those in the educational industry, particularly teachers, to share educational resources such as video, audio, documents, photos, groups and blogs.
- **VoiceThread** (<https://voicethread.com/>) - is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate slides and leave comments in 5 ways - using voice (with a mic or telephone), text, audio file, or video (via a webcam).