

ADAP_PTIVE

Community of Practice

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Outline

- Inclusive Education
- Struggling Readers
- Use of Digital Apps in Reading
- Communities of Practice
- National Policy and Practice



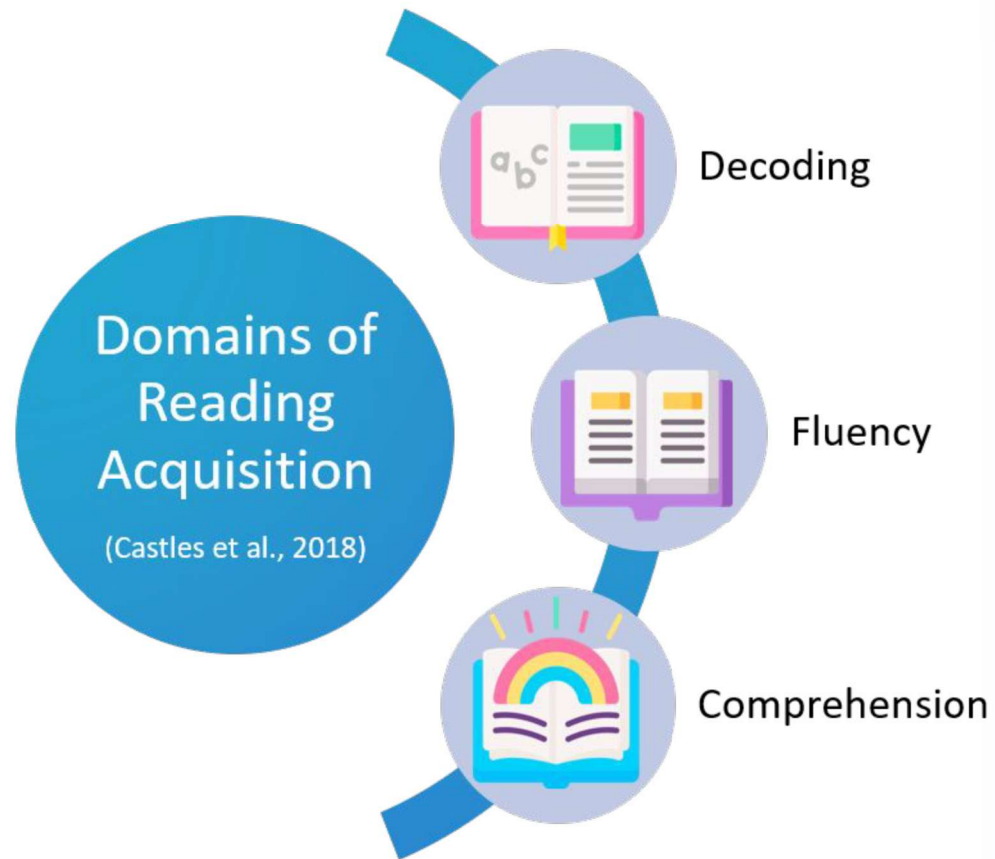


“**Inclusion** involves a process of **systemic reform** embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide **all students** of the relevant age range with an equitable and participatory learning experience and the environment that best corresponds to **their requirements and preferences.**”

UN CRPD, 2016



Struggling Readers



Components of Reading Development

(NRP, 2000)

Phonemic Awareness

Phonics

Fluency

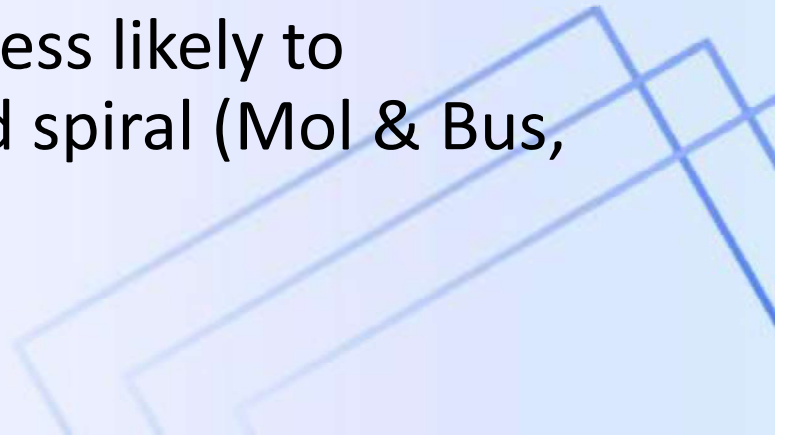
Vocabulary

Comprehension

If students experience difficulties in one or more of these processes and skills, it increases the possibility that their reading development will be delayed and they will struggle to read (Snow et al., 1998).

Struggling Readers

- While successful readers are likely to develop the aforementioned competences in primary school, struggling readers may not have the same experiences.
- Problems in reading are associated with poor academic performance, dropping out of school, reduced motivation and self-evaluation, lower interest in reading, and unfavorable employment and health outcomes.
- With less exposure to print, struggling readers are less likely to improve their skills, further reinforcing a downward spiral (Mol & Bus, 2011).



Struggling Readers

- Teachers, schools, and parents need to adapt to a mindset which holds that everyone can learn to read, given adequate time and appropriate instruction and support (European Commission, 2012).
- Any response to improving the reading performance of the large group of learners who seem to struggle with reading will have to be comprehensive, multi-faceted, well-resourced and sustained over a long period.



Use of Digital Apps in Reading

- Compared to non-digital tools, educational technology offers affordances such as adaptivity, non-judgmental feedback, choice, and linked representations which can open up additional learning channels and opportunities for students (NASEM, 2018).
- With respect to supporting students who experience difficulties with reading acquisition, these features have the potential to foster competence and autonomy, which can enhance the motivation of struggling readers to learn more (McTigue & Uppstad, 2019).



Use of Digital Apps in Reading

Learner Autonomy

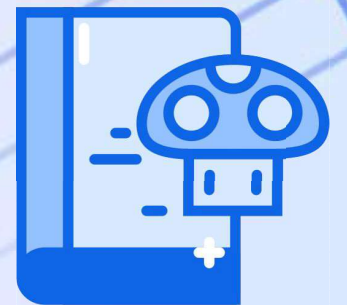
- This occurs when a learning environment allows students to choose information based on their personal preferences (Gerjets and Kirschner, 2009).
 - Sequencing: choosing the order in which information and exercises are accessed
 - Content control: selecting which learning materials to receive
 - Representation control: determining how information should be presented
 - Pacing: ability to play, pause, or stop the presentation of information and exercises



Use of Digital Apps in Reading

Gamification

- This refers to the inclusion of game elements (NASEM, 2018), such as:
 - Appealing graphics and audio
 - Fictional context using worlds and characters
 - Challenging and playful scenarios
 - Reward systems
 - Expanded feedback
 - Competition in the form of leaderboards and rankings



Use of Digital Apps in Reading

- Recent research suggest that using educational technology to support reading instruction and intervention can lead to improvements in students' phonological awareness, phonics, fluency, vocabulary, and comprehension (e.g., Alqahtani, 2020; Cheung & Slavin, 2012; Cheung & Slavin, 2013; Dean et al., 2021; Jamshidifarsani et al., 2019).
- Digital reading apps with features such as adaptivity, choice, and game elements contribute to enhancing the motivation and/or reading competencies of struggling readers (e.g., Görgen et al., 2020; Saine et al., 2011; van Gorp et al., 2017; Ven et al., 2017).



Communities of Practice

- Defined as “groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (Wenger-Trayner & Wenger-Trayner, 2015).

Main Characteristics of CoPs	AdAPptive CoPs
<i>Shared domain of interest</i> implying commitment	The integration of digital technologies and apps into the reading programs of struggling (early and) primary school-aged learners
A <i>community</i> whose members interact and learn together	Primary school teachers who work with learners; Also the learners themselves, parents, teacher educators, app developers, policy makers and administrators
<i>Shared practice</i> wherein a repertoire of resources, stories, and tools are developed	The practice of teaching and learning around reading, and the place of digital reading apps within this

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