

Reading the Internet: Challenges and Possibilities for All Readers



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The Internet presents new dimensions of reading comprehension (Coiro, 2003)



Internet texts can support learning while adjusting for differences in reading ability, language, or learning style

- Multiple media formats in reader's control
- Language translation tools
- Interactive features inspire and engage readers to take action in ways that interest them

The Internet provides a range of resources that support learning

- Online supports for viewing, interacting with or constructing visual aids that foster comprehension and personal meaning-making.
 - Reading, writing, and communicating
 - Content area learning
- These supports force us to question the labels many students have been given.

Internet texts engage disenchanted readers in challenging, authentic learning experiences



- Purpose
- Motivation
- Self-Efficacy

Internet reading promotes the self-efficacy of diverse learners

- Internet reading invites social collaboration and the ability to work in groups across networks, languages, and cultures
- Internet activities recognize the intellectual capital that each learner brings to the learning community



Research into practice

What are the challenges...

- **Asking Questions**
 - What would I like to know more about?
- **Locating**
 - Where do I read first?
- **Evaluating**
 - Which link is most useful?
 - How do I know it's true?
- **Synthesizing and Communicating**
 - How do I come up with an original synthesis?

What can I teach...

- Exploring the power of the Internet
- Previewing websites
- Evaluating search results
- Evaluating validity of information
- Sorting, organizing, and synthesizing

Challenge: What would I like to know more about?

Learning Objective:

Exploring the power of the Internet

- I wonder....
- Let's explore a few places to learn more...
- Model search engine use and citing sources
- Model summarizing and evaluating
- Generate a new source of information!

† See your handout for an example

Challenge: Where do I read first?

Learning Objective:

Previewing a website

- STOP and THINK! 1
- Preview left menu and top menu bars 2
- Anticipate where each link will lead
- Anticipate multiple levels (closer or further)
- Explore interactive mouseover functions 3
- Note the author/webmaster
- Understand website search features

Challenge: Which link is most useful?

Learning Objective:

Evaluating search results

- What clues do the words after the link give me?
- Are the results in any special order?
- Who sponsors the site?
- What's missing from this list?
- How do you know and Why does it matter?

Challenge: How do I know it's true?

Learning Objective:

Evaluating the validity of information

- Does this sound like it makes sense?
- Where else can I look?
- Who created the website and for what purpose?
- Who IS the author?
- Who is linking to this site?

Evaluating Validity of Information

California's Velcro Crop Under Challenge...

- Does this sound like it makes sense?
 - Be skeptical, ask a friend
- Where else can I look?
 - Use Google to find another source - "velcro crop"
- Who created the website and for what purpose?
 - Explore the "About Us" link
- Who IS the author?
 - Do a search for "Ken Umbach"
- Who is linking to this site?
 - Type Link:URL in the search box

Challenge: How can I synthesize what I've read?

Learning Objective:

Reading across websites

- Expect to search in more than one place for different pieces of information
- Generate synonyms to locate related information
- Expect to read on more than one website
- Expect to construct an original response

What would I like to know more about?

Guiding Question:

What do cherry blossom trees look like? (by Samantha)

Keyword/phrase used in search: “cherry blossom”

Search engine used:

AJ for Kids KidsClick Yahoooligans Google Other

Site Title/URL: Cherry Blossom Bud Growth

<http://www.nps.gov/nacc/cherry/updated.htm>

Key idea: We saw pictures of the five stages of cherry blossom buds and when they happen. We learned when the blossoms are in “peak bloom”.

Site Title/URL: Hello Net Japan-Cherry Blossoms

<http://www.shizuoka.ntt.co.jp/wnn-c/shizen/themeE9704/index.html>

Key idea: We learned that Japanese people have special feelings for cherry blossoms. We saw some famous places in Japan with cherry blossom trees and listened to some legends about cherry blossoms.

Site Title/URL:

Key idea:

From all these sites, we found out that: Cherry blossoms are pink and white. There are a lot of cherry blossom trees in Washington, D.C.

The Internet helped us to learn...

0	1	2	3
nothing	just enough about question	a little more about question	a lot more about question

http://www.jpl.nasa.gov/solar-system/

Where do I read first?

5

The screenshot shows the JPL Solar System website. Handwritten annotations are as follows:

- 1**: A white octagon with the number 1 is placed over the "VIRTUAL ORBITS" section.
- 2**: A white octagon with the number 2 is placed over the "Solar System" title.
- 3**: A white octagon with the number 3 is placed over the Mars Exploration Rover image.
- 4**: A white octagon with the number 4 is placed over the search bar.
- 5**: A white octagon with the number 5 is placed over the NASA logo.

The website content includes:

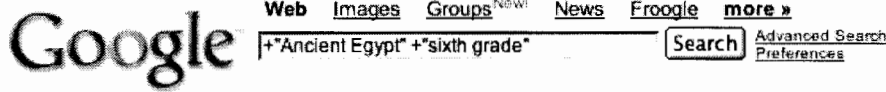
- Header:** NASA logo, Jet Propulsion Laboratory California Institute of Technology, JPL HOME, EARTH, SOLAR SYSTEM, STARS & GALAXIES, TECHNOLOGY.
- Navigation:** IMAGES, MULTIMEDIA, MISSIONS, PLANETS, SUN, ASTEROIDS & COMETS.
- Main Content:**
 - 1 VIRTUAL ORBITS:** Solar System Simulator, Cassini, Deep Impact, Mars Odyssey, Stardust.
 - 2 Solar System:** Title for the main section.
 - 3 Mars Exploration Rovers Launch - 2003 Mission - Mars:** Main headline with a "MISSION WEB SITE" link and a "BACK" link.
 - Deep Space Network:** A grid of mission images with labels: Deep Space Network, Voyager, Ulysses, Mars Global Surveyor, Cassini, Stardust, Mars Odyssey, Mars Rovers, Deep Impact.
- Footer:** MORE NEWS, MULTIMEDIA, and a link to "Click here for HTML version".

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Which link is most useful?

6

Reading and Evaluating Search Results



Web Results 1 - 10 of about 13,800 for +**"Ancient Egypt"** +**"sixth grade"**.

Ancient Egypt

A web-based **Ancient Egypt** curriculum intended for the **sixth grade** level. Some subjects touched upon are **Ancient Egypt**, hieroglyphics, hieroglyphic, ...
www.angelfire.com/wil/egypt/ - 5k - Jan 2, 2005 - [Cached](#) - [Similar pages](#)

Mr Donn's Ancient History Page

... **Ancient Egypt** - Women's Rights (Comparison Egypt & US). Greece Young Women of Sparta. Rome Female Fury in the Forum. China Women and Confucianism ...
members.aol.com/donnandlee/ - 49k - [Cached](#) - [Similar pages](#)

Ancient Egypt Teacher Resource File

... **Ancient Egypt**: Project page from Mrs. Coburn's **sixth grade** class; papyrus, ...
... **Sixth grade Ancient Egypt** Webquest: Activities; many useful links; ...
falcon.jmu.edu/~ramseyil/egypt.htm - 45k - [Cached](#) - [Similar pages](#)

Sixth Grade History Ancient Egypt Curriculum Links

... All rights reserved. Last modified September 23, 2003. History > **Sixth Grade** > History Links > **Ancient Egypt** Links ...
www.rusd.k12.ca.us/4teachers/ history/historyweb/sixthh/6egypt.html - 9k - [Cached](#) - [Similar pages](#)

Education World® : Books in Education : Summer Reading : Sixth ...

... was not going to be easy to integrate into the **sixth grade** at Wilson School.
... April and Melanie had developed a common interest in **ancient Egypt** and ...
www.education-world.com/summer_reading/6th_grade.shtml - 40k - [Cached](#) - [Similar pages](#)

Sixth Grade Bookmarks

Bookmarks for **Sixth Grade**. MISCELLANEOUS. ENCHANTED LEARNING SOFTWARE HOME PAGE; Boyer's **sixth grade** links; FunBrain.com - The Internet's #1 Education Site ...
warnors.warren.k12.il.us/6thgradebookmarks1.htm - 14k - [Cached](#) - [Similar pages](#)

1. Which site features information about hieroglyphics?
2. How many websites were found using this search?
3. Which site is sponsored by a California school district?
4. Which site is most apt to not be available in three months?
5. How can you tell in the results what search terms were used?
6. What's the biggest disadvantage to visiting only these six websites for information about Ancient Egypt for 6th graders? (Hint: what's missing?)

Be sure to share "how you know" the answer to each of these and more importantly, "Why is it important to know?" with your partner.

How do I know it's true?



Validating Online Information

California's Velcro Crop under Challenge (1993)

by Ken Umbach

California's important Velcro crop, vital to the clothing, footwear, and sporting goods industries, has been severely stressed by drought, disease, and pests.

Background

Velcro[®], an engineered crop, consists of two distinct strains: hooks and loops. As any user of Velcro knows, a strip of hooks clings to a strip of loops as the springy hook-shaped fibers latch through tiny but firm loops. Gentle pressure allows the hook strip to be pulled from the loop strip. The user may repeat the process time and again, making this product a convenient, versatile replacement for zippers, buttons, snaps, laces, and other forms of fastener in wide-ranging applications.

California's climate and soil conditions make the state an ideal venue for and successful producer of both strains of Velcro. For obvious reasons, of course, the hook strain must be grown in fields separated from those with the loop strain. This is often accommodated by widely spacing separate fields of the two strains among large expanses of cotton, alfalfa, or other crops.

For competitive and industrial confidentiality reasons, of course, the crop is not widely highlighted in crop reports. A little Velcro goes a long way, as both strains are densely packed on their respective mature plants, and the entire crop is dwarfed by other field crops, most notably cotton. Nonetheless, the crop is of high value and can be a substantial profit builder for the successful grower.



Supporting electronic synthesis

What is my question?

Site 1: Copy/paste text, provide URL

Summarize most salient point

Site 2: Copy/paste text, provide URL

Summarize most salient point

Site 3: Copy/paste text, provide URL

Summarize most salient point

Original synthesis with supporting statements from multiple information sources

† Does this format look familiar???

How do I come up with an original synthesis?